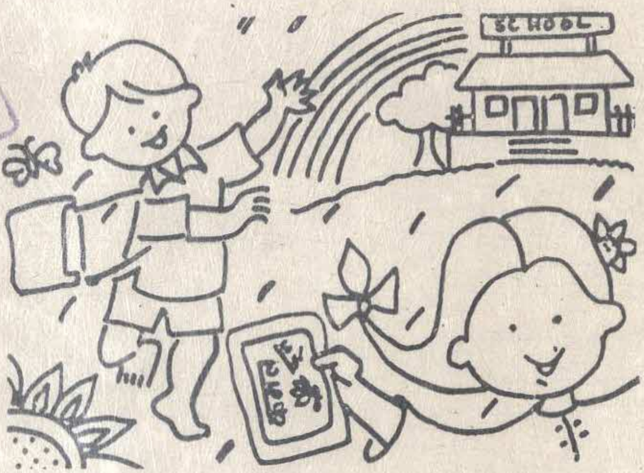
Shiksha Lehar

UNESCO Sponsored Innovative pilot project on promotion of primary education among girls and disadvantaged groups in rural Haryana (1992-98)

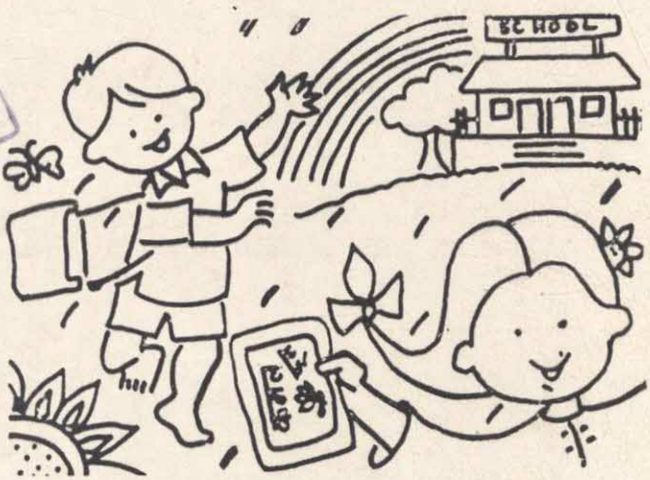


Department of Women's Studies
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110016

1998

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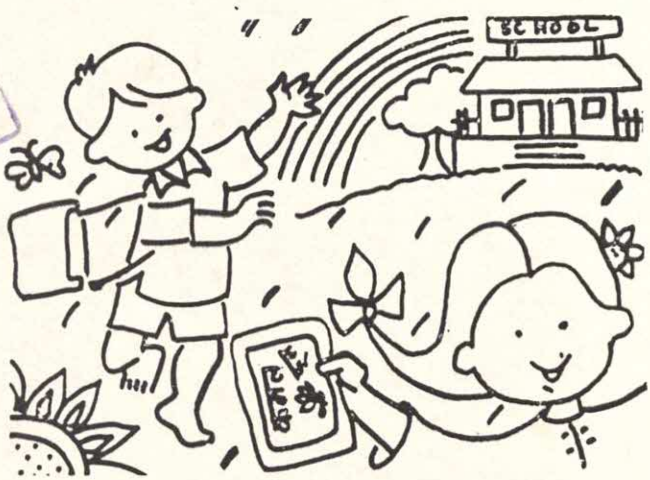


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Education for Women's Equality

4.2 Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational technical and professional education at different levels. The policy of non discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and promote women's participation in non traditional occupations, as well as in existing and emerging technologies.

Excerpts NPE, 1986

Shiksha Lehar

UNESCO Sponsored Innovative pilot project on promotion of primary education among girls and disadvantaged groups in rural Haryana (1992-98)

Usha Nayar

Department of Women's Studies
National Council of Educational Research and Training,
New Delhi 110 016

Innovative Pilot Project on Promoting Primary Education of Girls and Disadvantaged Groups in Haryana (1992-97)

Genesis: Following the Jomtien World Education Conference 1990, the UNESCO Asia Pacific Programme for All (APPEAL) or in 1992, initiated pilot projects for developing innovative and effective strategies for promoting literacy and basic education in support of larger national programmes. Under this programme four pilot projects in the area of promotion of Primary education among girls and disadvantaged communities have been implemented in China, India, Nepal and Vietnam

Indian Response

India is committed to provide free and compulsory education to all children up to the age of fourteen. National policies are designed to reach out the girls and other disadvantaged groups in rural remote areas. Several comprehensive and intensive EFA projects have been launched. There is commitment and understanding of problems and constraints at the national and state levels. However, there is still lack of understanding and sensitivity specially to gender issues among implementers at all levels. Policy statements and broad guidelines, therefore, do not get translated into concrete action for lack of awareness to new ideas and skills.

The project aimed at galvanizing the entire State machinery for promoting UPE among girls and disadvantaged groups and for creating positive climate for education of girls and empowerment of women. Major goal of the project is to help the state accelerate its programme of universal primary education with accent on equality and quality.

In India, the project was implemented in two major phases. During the first phase the emphasis was on gender sensitization of educational functionaries and advocacy campaigns for generating a pro girls child climate. The second phase of the project was to create a school environment which not only focuses on gender equality but gives equal emphasis to joyful learning and quality improvements in school environment.

Why Haryana

The State of Haryana was selected for the Project in 1992-93 for reasons such as:

i. The state displayed a great sense of commitment to universalisation of primary education and was determined to provide access to all children even in remote hamlets.

ii. Special enrolment drives had been launched and little children were seen crowding the school rooms at times 90 to 100 children in early grades.

iii. The state was taking several measures to enable children especially girls and other disadvantaged children in the form of incentives like free books and free uniforms and even attendance scholarships to girls only.

iv. The overall political and bureaucratic commitment was high .

v. The state had made rapid development of infrastructure. Roads, electricity, minor irrigation, safe drinking water, telecommunications had reached every village. High agricultural growth and the white revolution made the state prosperous.

vi. Despite all the material progress the state (ranked third on SDP per capita in the country), continued to register poor performance on all well established social indicators of the status of girls and women.

Some Selected Indicators of Status of Women

* Haryana ranked third on State Domestic Product (SDP) per capita in 1992-93 (at current prices) in the country with Rupees 9037; Kerala with Rupees 5,785 was ninth.

* At 1991 census, Haryana's female literacy rate was 40% (23rd rank in the country); rural female literacy was as low as 32.5% and for SC women, it was only 24%, Kerala reported female literacy rate of 86% for rural females and 74% for SC females.

* Haryana's sex ratio (females per thousand males) was 865 in 1991, the second lowest among the 25 states of India; Kerala reported 1036 females per 1000 tonnes.

* In 0-6 years age group, Haryana reported 879 girls per 1000 boys compared to 986 in Meghalaya (a matrilineal society), 958 in Kerala, the national average being 945.

* Female life expectancy at birth (1989-93) was 63.7 years compared to 62.5 for males but was much lower than Kerala where the same was 74.7 years for females and 68.8 years for males.

* On significant correlates of female literacy, for , Haryana reported a Crude Birth Rate (CBR) of 9.0 compared to 6.0 for Kerala in 1992-93.

* The annual population growth rate was as high as 2..33 compared to 1..34 for Kerala and 2.14 for India as a whole.

* Total Fertility Rate (TFR) wwas 2.99 for Haryana compared to 80 for males in 1988. In 1993 the IMR for Haryana was 65 comapred to 13 for Kerala. The under five mortality rate (U5MR) was 99 in Haryana as against 32 fro

* Maternal Mortality Rate or MMR (per 100,000 births) is 436 in Haryana compared to 71 for Kerala.

* Only 27% population has access to sanitation facilities compared to 71% in Kerala although water and electricity is available in every village of Haryana.

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* The annual population growth rate was as high as 2.33 compared to 1.34 for Kerala and 2.14 for India as a whole.

* Total Fertility Rate (TFR) was 3.9 for Haryana compared to 8.0 for India in 1988. In 1992 the IMR of Haryana was [illegible] compared to 13 for Kerala. The under five mortality rate (U5MR) was 99 in Haryana as against 32 for [illegible].

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* Only 27% population has access to sanitation facilities compared to 71% in Kerala although water and electricity is available in every village of Haryana.

* Female Work Participation Rate in Haryana is only 10.76% compared to the national average of 22.25% and 43.5% in Mizoram.

* The mean age at marriage for females in Haryana was 18.4 years in 1992-93 compared to 22.1 years in Kerala and the national average of 20.0 years.

* Girls trail behind boys at all levels and in all types of education but they appear to be catching up fast. This then is the silver lining for Haryana's women.

Table1:Some Selected Indicators of Status of Women

Indicator	Haryana	Kerala	Indicator	Haryana	Kerala
State Domestic Product (1992-93)	9037	5768	Maternal Mortality (1992-93)	435	87
Sex Ratio (1991) (Female per 1000 males	865	1036	Mortality 0-4 (1992-93) Male Female	21.0 24.8	5.0 2.7
Sex Ratio (1991) 0 - 6 years	879	958	IMR (1988-89) Male Female	80 102	32 27
Mean age at marriage (1992-93)	18.4	22.1	Female Literacy Rate (1991)	40.5	86.2
Total Fertility Rate (1992-93)	2.99	2.00	Work participation rate (1991)	10.8	15.9

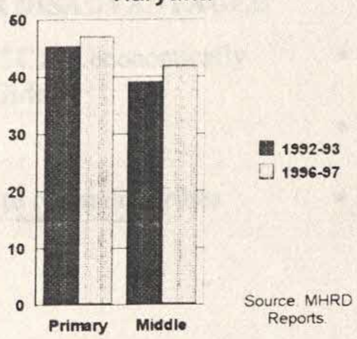
Educational Context

Haryana is committed to unviersalisation of primary education by the year 2000. The emphasis is being placed not only on universalising access and enrolment but equally on the need to improve quality of education. Girls and children of disadvantaged groups are the prime focus of attention in the regular state programmes and particularly so in the District Primary Education Programme. Several measures are being taken to reduce the gender and caste disparities

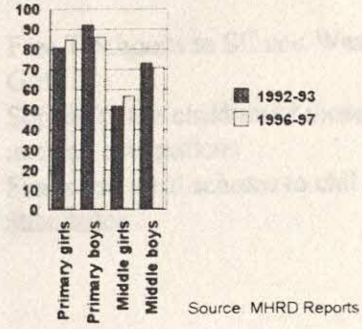
*In 1992-93, there were several small habitations which did not have a primary school within the habitation in Haryana. Since then access to primary schooling has been completely universalised with a primary school or a part primary school in every village/habitation regardless of its size of population.

Progress of girls' education in Haryana 1992-93 & 1996-97

Percentage girls to total at elementary stage in Haryana



Gross enrolment ratio by sex at elementary stage in Haryana



*During 1992-93 girls formed 45.4% of the 1.8 million children enrolled in primary classes (I-V) and 39.1 % of the 762 thousand children in upper primary classes(VI-VIII). The gross enrolment ratio (GER) of girls was 81.1 compared to 92.5 for boys at the primary level and the gap widened at the upper primary level considerably with GER being 51.8 for girls and 73.2 for boys.

*In 1996-97 ,.the State of Haryana had 5385 primary schools, 1606 middle schools, 2639 high/higher secondary schools, 128 colleges for general education, 26 colleges of

professional education, 17 teacher training colleges, 21 primary teacher training institutes and 5 universities. Girls form 47% of 1.9 million children enrolled in state schools at the primary stage; 42% of 803 thousand students at the upper primary stage(Clases VI-VIII). It is of interest to note that while the proportion of girls in the total is 37.89% at the secondary/higher secondary stage, their share is 42,78% in higher education.

*During 1996-97, the GER for girls was 84.8,and , 86.4 for boys at the primary level; at the upper primary level, it was56.7 for girls and 70.9 for boys. Girls have improved their GER since 1992-93; for boys we notice a decline. This is to be viewed in the light of the fact that with the rise in the prosperity levels, families are now tending to send their sons to private fee levying schools that are fast mushrooming in rural areas of Haryana. Gender discrimination is at work even now with inferior education equated with the state schools for girls and children of disadvantaged groups.

While massive enrolment drives had led to a sharp increase in enrolments , the drop out rate was as high as 29.88% for girls and 26.91% for boys (MHRD Report, 1993-94). The drop out rate has come down to 7.32 % for girls and 5.78% for boys at the primary level in Haryana. Special incentives being given to girls and children of disadvantaged groups appear to have made a positive contribution to better enrolment and retention of children at the primary stage but quality appears to be a major casualty and that results in poor achievement levels and inadequate all round growth and development of children

.INCENTIVES FOR DISADVANTAGED

- Free uniforms to SC and economically Weaker Section Girls
- Free Stationery
- Attendance Prize to Nomadic Tribes Children
- Free Textbooks to SC and Weaker Section Girls
- Stipend to the children of those engaged in unclean occupations
- Free noon meal scheme to children attendance

The Concept

The project has been conceptualized as a low cost feeder project to assist the State of Haryana in the universalisation of primary education achieving an equilateral triad of quantity, quality and equality. The massive enrolment drives carried out by the teachers of the state schools since early nineties resulted in schools overflowing with children but lacking in the basic minimum physical infrastructure and above all facing acute shortage of teachers, thus putting an immense strain on State resources. The quantitative expansion having taken place, the major challenge was improving the quality of primary education keeping the equity-equality focus sharply in the forefront.

During **Phase One**, the project aimed at **sensitizing and orienting** the educational administrators, the teacher educators and the teachers in Haryana to the issues concerning girls' education and women's empowerment through a **multilevel integrated research** based district and action programme. This project, therefore, attempted not only to sensitize key actors in UPE at the state, district, block and village level but to help them bond into a group with a shared vision and common commitment. Need based local specific and research based training materials were generated bringing out the regional nuances especially with regard to the status of women. The concept of multilevel integrated training and action involving educators, administrators, teachers, the parents and the communities is a departure from conventional training strategies and approaches **Participatory Research** and interaction with the educators, the parents, the community and the policy makers and VEC were the highlights of the methodology.

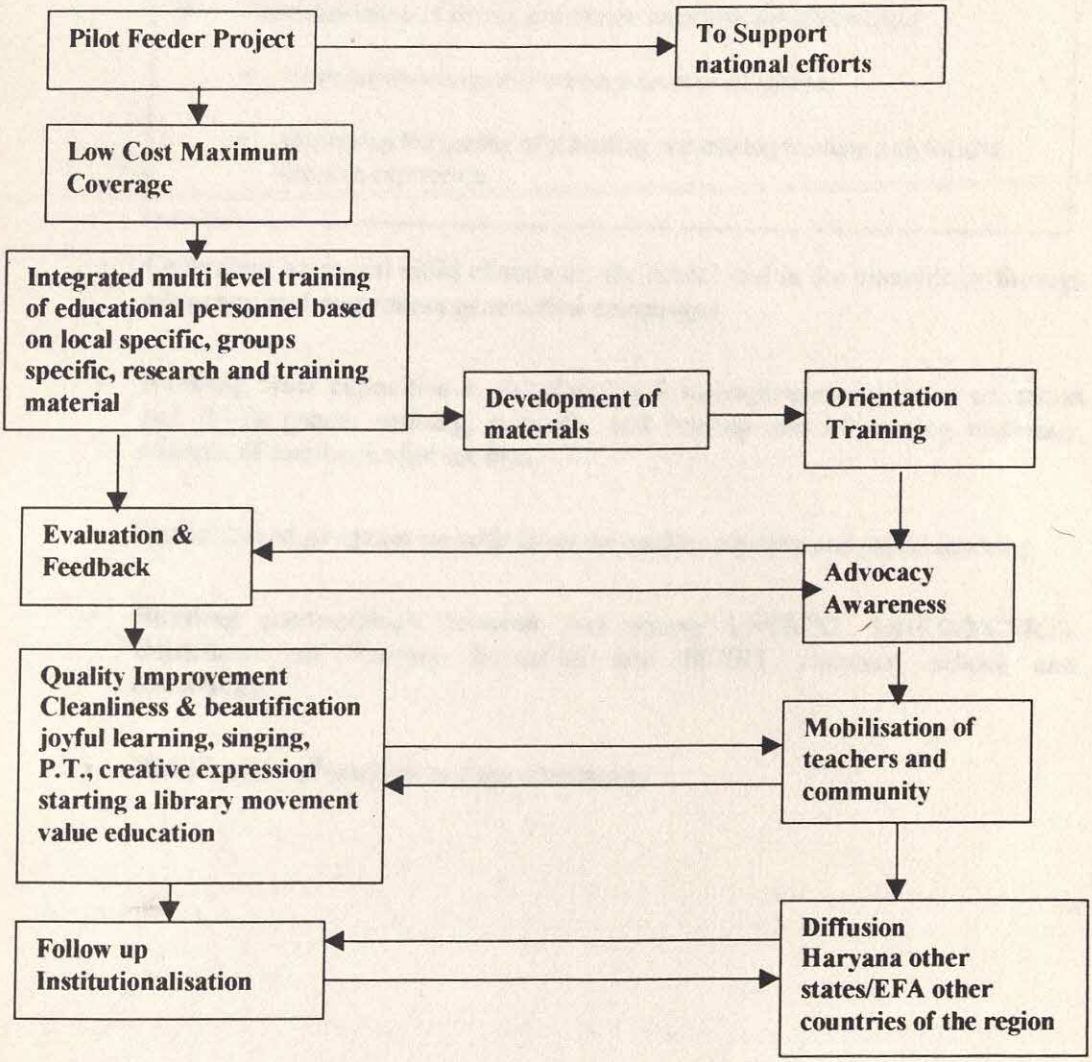
During **Phase Two**, need was felt to restrategize in order to sharpen the quality focus without letting up on gender equality and equality for other disadvantaged children. In a study of problems and issues constraining universalisation of primary education in a low female literacy block under the District Primary Education Programme of the Government of India, it became evident that with increasing economic prosperity, the parents were sending their male wards to private fee levying schools that had mushroomed in rural areas. The government schools were now largely catering to girls and other children from the weaker sections of the population who were unable to afford private schooling for their children and were drawn to state schools on account of incentives like, free noon meal, free text books, free uniforms and attendance prizes for girls of Scheduled Caste Groups and nomadic tribes, among others. This is when these private institutions were running in small accommodation with relatively lower qualified teachers but were still producing near universal success in the State primary level board examinations with their students securing high percentage of marks. On the other hand, state schools had better accommodation, large school grounds and fully qualified teachers but short staffed on account of large influx of children, even under aged ones.

The teachers were in dire need of reorientation and in service training. The DPEP had put in a large effort to upgrade the physical infrastructure and also inputs for enhancing teacher capabilities, classroom appearance and interaction, improved textbooks, gender training and environment building among others. It was therefore decided to move away from earlier project districts of Kaithal and Gurgaon which were now covered by the DPEP and also from District Faridabad which had shown good progress during the project period.

Keeping in view the limitation of resources and the time frame of six months at our disposal, it was decided that we should concentrate our efforts in a smaller geographic area and saturate it fully. A rural remote block, namely Khol in District Rewari was selected with the objective of promoting quality and equality between sexes and making learning a joyful experience. This was to be acheived by mobilising the teachers and the communities of the Block. A school based programme was launched in all 68 schools of Khol Block in collaboration with the State Council of Educational Research and Training, Haryana in November, 1998. This has been a mutually rewarding and satisfying experience for the two partners i.e., the NCERT and the SCERT, Haryana and has generated a low cost model for quality improvement in primary education.

Building state capacities was the chief purpose of this project conceived and implemented by an apex national agency, the National Council of Educational Research and Training through its Department of Women's Studies. The project was aimed at galvanising the entire educational machinery of the state of Haryana for promoting UPE among girls and disadvantaged groups and for creating a positive climate for education of girls and empowerment of women and for improving the quality of education in primary schools.

CONCEPT


Pilot Feeder Project
To Support national efforts
Low Cost Maximum Coverage
Integrated multi level training of educational personnel based on local specific, groups specific, research and training material
Development of materials
Orientation Training
Evaluation & Feedback
Advocacy Awareness
Quality Improvement Cleanliness & beautification joyful learning, singing, P.T., creative expression starting a library movement value education
Mobilisation of teachers and community
Follow up Institutionalisation
Diffusion Haryana other states/EFA other countries of the region

Goals

- Universalisation of access, enrolment, retention and achievement
- Bringing about equality between sexes in all spheres
- Improving the quality of schooling and making learning a joyful and creative experience

- Generating a pro girl child climate in the school and in the community through **advocacy and awareness generation campaigns**
- **Building State capacities** in (a) planning & management of primary education and (b) in gender training, research, and development of training materials, analysis of text books for sex bias
- **School based programme** with focus on quality, equality and joyful learning
- **Building partnerships** between and among UNESCO, MHRD(NCERT), Department of Primary Education and SCERT Haryana; school and community
- **Mobilization** of teachers and the community

Steps in Project Implementation

Phase One: Gender Sensitization

*Building up a resource base

*Seeking official collaboration

*Exploratory exercise

*Study of dropout girls'

*Integrating practitioners perceptions

*Development of training materials

*Orientation and training of educational functionaries

*Awareness campaign

Phase Two: School Based Programme on Quality and Equality

Realignment of strategy

Planning meeting

Exploratory visits for fixing parameters

Baseline survey

Orientation of teachers and head teachers

Awareness campaigns

School visits for implementation and monitoring

Evaluation of schools

Presentation of awards to schools

Preparation of an annual calendar of activities for schools for 1998-99

Follow up Action

Supportive programmes of gender sensitisation and activisation of the Village Education Committees and gender training of Anganwadi workers by the DWS, NCERT, during 1998-99; Micro Planning with UNESCO,UNICEF support during 1998-99

Project Outcome Phase One

Gender Sensitization: Focus on Girls' Education and Women's Empowerment

In all 175 educational administrators, 54 Teacher educators from SCERT, and senior policy makers were oriented in 6 programmes organised at NCERT and the SCERT, Hatyana, followed by six programmes for 250 teachers and education surevisors in three rural blocks, Nuh (District Gurgaon), Pundri (District Kaithal) and Ballabhgarh (District Faridabad). Three advocay campaigns were organised one in each of these blocks. **Overall improved commitment and capacity for providing education of girls and disadvantaged groups is noticed.** The project was carried out in a highly participatory mode. There is a will and climate for change in the desired direction. Most importantly one can notice commitment and capacity amongst the educational functionaries for achieving the goal of universal education with special focus on education of girls and the disadvantaged.

* A highly gender sensitized **state bureaucracy** initiating policy level changes and promoting gender related initiatives in the state.

Policy level changes

i. New schemes for girls and disadvantaged
ii. Improved school infrastructure
iii. Phasing out of all single teacher schools
iv. Opening of separate primary school for girls
v. Change in recruitment policy; increased proportion of women teachers; induction of graduate teachers for meeting shortfalls.
vi Increased capacity for primary teachers' training; effort to provide Urdu teachers in minority concentrations.
vi. Fifty percent reservation to women in educational administration. Women now appointed as District Primary Education Officers and Block Education Officers, jobs earlier considered suited to males only.
vii. Establishment of an open school for post elementary education.
viii. Improved inter departmental coordination for Early Childhood Care and Education (ECCE) by bringing the *Anganwadis* (ECCE centres) closer to primary schools and synchronizing the timings.

- **Improved commitment and capacity among teachers** for promoting education of girls. The teaching community are fully conscious of the need for enrolling and retaining all children till they complete the primary level. They are also aware of the situation of the education of girl child as also the need to pay special attention them. Teachers have also learnt several songs are making use of posters depicting gender equality.

- A visible impact on **community perceptions** regarding girls' education and gender discrimination is noticed in the field locations of the project. The community seems to be enthusiastic about the education of the girl child. Bhajan Mandalis in several villages have composed songs highlighting the importance of girls education. These songs are sung with great enthusiasm and understanding whenever they get together. Even illiterate women in *purdah* are prepared to educate their daughters as one of them said "*Ham to nahin padhe per lalli to jab tak padhegi padhaungi*". I am not educated but I will educate my daughter as much as she desires). Community enthusiasm is visible from the fact that even an unannounced visit by the team, or a visit to meet teachers, would drew large crowds who participated with great enthusiasm in the school function. A general awareness about the need to educate girls is visible all through. One can see boys and girls participating in more or less equal number in school.

- Strengthening of school infrastructure by the State (drinking water, boundary walls, toilets), and opening of separate primary schools for girls. Every habitation is served with a primary school.

- Primary school text books were evaluated from point of gender bias and recommendations forwarded to Haryana Text Book Production Board.

- Sufficient training materials have been generated for gender sensitization and joyful learning in the form of posters, audio cassettes, handbooks reading materials, study and workshop reports. The training materials generated in the IPP have been adapted for gender training in the in service and pre service training of teachers and in the training of the administrators in the state. Advocacy Material developed for campaign in the form of posters and cassettes. Response to campaigns has been overwhelming. SCERT women cell is organizing *Ma-Beti Mela* in different districts.

- The project in real terms helped to generate **state level capacities** in gender training and research. A women's education cell was set up in the State. The

present Women's Education Cell members, all faculty of SCERT , Haryana, have been trained by the Department of Women's Studies,(DWS), NCERT. The SCERT Women's Education Cell participated in the base line Gender Studies carried out by the NCERT for DPEP project formulation and are equipped in imparting gender training to their teachers, teacher educators and other functionaries at all levels. Discussions with SCERT faculty shows a visible understanding and commitment to promoting education and development of girl child. Not only the members of newly created 'Women Cell' but the other faculty show an equal amount of understanding and concern for the problem of educating girls and children from disadvantaged groups. The Cell has since developed training materials and packages for promoting girls education and gender equality, and trained all educational personnel and also the village community in all DPEP districts. As stated by a SCERT faculty member during the evaluation meeting held in November 1997 , " Training Ne Hamain Saksham Bana Diya Hai . Hamain chalna nahin aata tha, dhauma sikha diya hai (Training has empowered us. We did not know how to walk, it has enabled us to run).

- The IPP activities became an input (a) into Haryana State policies for girls education and women's empowerment ; (b) into the District Primary Education Programme in Haryana of the Government of India (DPEP) initially in four districts of Haryana and now extended to additional three distrcts. The IPP has made a special contribution to project formulation in general and in gender sensitisation in the District Primary Education Programme (DPEP) in Haryana. The Women's Education Cell of the SCERT worked under the supervision of the DWS, NCERT, who were made responsible for project formulation and for Gender Studies in 4 DPEP districts of Haryana. The DWS, NCERT continues to support the State in primary education and gender training.

- The IPP has served as a reference base for other EFA projects for other states of India.

- In as far as general awareness regarding education of girls and issues related to gender equality are concerned, the stage is all set for full enrolment of girls and the disadvantaged in school. What is now needed is to sustain the present gains as also to expand the area of operation both in physical terms as well as in respect of qualitative interventions.

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Project Outcome: Phase Two

School Based Programme

Quality and Equality through Mass Mobilisation

In phase two, **mass mobilisation** was the chief strategy for promoting quality and equality in the primary schools in the selected block, namely, Khol. Promoting gender equality and equity without ensuring quality and the attractiveness of the learning environment in state schools would have defied the very essence of UPE which is all about accessing quality education to all children regardless of caste, creed , sex or rural urban residence. The major elements of the programme were, advocacy for education of the girl child , gender equality, improving the school infrastructure and the total school ambiance in terms of cleanliness, aesthetics, mass participation of children in singing, play, physical training, love for reading, drawing, neat handwriting and attractive blackboards and bulletin boards, maps and charts adorning the walls and above all active, happy teachers who would turn the school into a creative and joyful experience for children. The need was therefore to mobilise all concerned , the teachers, the taught, the parents, the elected leaders and the women's groups to achieve the above through concerted, pooled effort of all stake holders. The school cannot change unless its surrounding environment accepts and promotes change. **Mobilisation of teachers and the community and mass participation of children in the school based programme have resulted in cleaner, happier schools and children and a shared zeal and enthusiasm in the teachers and the community**

- **Awareness campaigns**, as many as six, were organised in six different locations, five of these preceded the start of the school based programme and the final one concluded the programme as an awards distribution function after the schools had been evaluated for their effort and performance on five school activities and the ability to enlist community support and participation. The campaigns were titled *Shiksha* Utsav (Festival of Education). The first five campaigns catered to childern and teachers from the surrounding 10 to twelve villages. The final Shiksha Utsav held on April 3, 1998 at Village Jainabad,was attended by over 2000 children from all 68 schools of the block, close to 300 primary teachers, head teachers and educational administrators, and an equal number of Panchayat members, parents and Mahila Mandal(women's groups) members. The function was presided over by Professor A.K. Sharma and the certificates of merit and the prizes were distributed by Professor Mogeiadi, Director, UNESCO, Delhi. The Deputy Commissioner, Rewari;

Ms. Navraj Sandhu, Director and faculty of SCERT, the District Primary Education Officer, Rewari, Ms. Sachdeva and the Block education officers of othrt educational blocks of Rewari were present. Sh. Hira Mani, Block Education Officer, Khol Block was the soul behind the project and organised all campaigns , school visits and training.

- The **community participated** in full measure in the six advocacy campaigns and enjoyed the group singing and dancing of the children and their play acting on issues of education of girls and on removal of illiteracy and ill effects of liquour consumption on family budget and well being often hitting children's education among others. At least 31 *Panchayats* came forward to provide funds and support for school beautification by getting the buildings whitewashed. Even during the monitoring visits, the community leadrers, the *Sarpanch, Panches*, *Mahila Mandal Pradhan* and members, *Anganwadi* workers and others flocked to the schools to join us.

- All 68 schools wear a neat and tidy look; 56 schools have managed to spruce up further and are whitewashed and beautified. **Black boards are black** and the lower three feet of Class I and II have also been painted black and small children are drawing and writing on this with coloured chalk. These children are thrilled to scribble and make birds and flowers. The charts and posters are on the walls including those given under the project and the OB materials and the regular items given by the State Department. The *tat patties* (Jute mats) are spread in the classrooms. The time table is up on the wall in some cases. There are attempts to beautify the campus with plants where water is available. The schools wear their name proudly neatly painted. The head teacher's office looks better and in some cases exceedingly good.

- The **blackboard work of teachers** shows considerable improvement and efforts are being made to improve the **handwriting of the students en block**; 29 schools achieved distinction in this area. On request special pen knives from Nuh(District Gurgaon) were provided for making reed pens for writing on the takhti by the children. Ball pens are out. In senior classes children are encouraged to use ink pens.

- All children enjoy the **morning assembly** starting with invocations for invoking self confidence and strength of character, to avoid lies, to develop values of forgiveness, courage, fearlessness, upright character, tolerance and respect for all faiths. This is followed by mass P.T. and singing of songs about education of girls, equality between sexes, value od education for all, value of a mother's contribution and

sharing of housework by all members of the household, love of one's state, our motherland India and all living and non living all over the earth. In **mass singing and P.T.,** efforts of 53 schools have won them appreciation.

- Some drawing sheets and coloured pens were provided to start the idea of **a hand crafted school magazine**; at least 19 schools captured the idea, some of them very well. Other schools used these for coloured drawings by the children. Handling colours, in chalk and pen was thrilling for the children, but it was only a few sheets of paper and a few coloured chalks and pens that were provided to each school.

- The schools were encouraged to set up a little library corner where children would look at and read story books and enjoy themselves. A multicoloured cloth bag containing about a hundred odd NCERT and National Book Trust(NBT) and a note book for record keeping were given to each school for starting this corner which was given the name *Gyan Jyoti Kaksh* . The books, kits and other materials given under the Operation Blackboard(OB) were languishing in locked steel boxes for fear of loss, most of these had deacyed and had become unusable. What remained of these came out and adorns the library corner. It is proposed to sustain **the library movement** by making schools become members of the Book Club of the NBT during 1998-99. Children were asked to read and narrate stories they have read to other children. If this movement is kept alive, it would promote reading habits and oral communication skills both. It was difficult to convince that one library period be given to each class at least four to five times a week. At least 40 schools had started the library corner and some had made them functional too.

- The fact is that all the five activities emphasized in the project are part of the regular syllabus for primary schools issued by the State Directorate of primary Education but the teachers were ignorant of this and had initially expressed diffidence in spending time on singing and dancing and P.T. and library books. The lack of a time table, even a school bell in majority of the schools need to be addressed. It is proposed to have a workshop for the head teachers of all 68 schools in the second half of April and encourage them to develop an **Annual School Calendar** for operationalising the **syllabus** in a manner that makes school an enjoyable place where children learn not only to read and write but also to develop all round, sing, dance, clap, laugh, play and remain fit, draw and paint, learn arts and crafts and essential life skills in work experience and socially useful productive work

- The state holds annual competitions in all of these areas and each block sends up its best students and some of them win prizes. This often results in teachers preparing a

few students who are outstanding in any case and are more talented than the others for a particular item, thus leaving out the rest of them to themselves. Likewise there would always be a few schools which would become eligible for state award in cleanliness and beautification of the classrooms and the campus year after year on account of some highly motivated head teachers who are able to enlist support of the teachers and the community for achieving this distinction. This, however, does not tone up the whole system. **In this project the attempt was to motivate all schools to achieve a reasonable level of performance with regard to all aspects of the school** and **involving all children and all students and all parents and the communities**. The project has attempted to create **mass consciousness** for promoting **gender equality** and improving the **quality** of primary education which is where the future of the nation, the entire human race is shaped for better and for worse. It took us quite an effort to convince the communities that their ignoring primary schools in favour of resource support to secondary schools only is self defeating as the larger edifice of education will be only as strong as the base, namely, the primary schools. It was routinely noticed that the middle and secondary schools were well provided for and looked like the prosperous big brother with the primary school junior functioning in squalor and neglect. In one instance, a primary school building was taken away for starting a vocational school and this school was now functioning in one or two rooms given by the middle school. A visible change has come in the community's perceptions as is evident in the support given to schools in this project. It is proposed to sustain the community interest and build further school community collaboration through a series of workshops for all 59 Village Education Committees to be organised jointly by the Department of Women's Studies NCERT, and The SCERT, Haryana.during 1998-99, also orientation of all 107 Anganwadi workers Further, it was emphasized that the state is hard put to meet the teacher costs, the non teacher costs should be met by the community themselves which is fairly prosperous in Haryana. Some panchayats had hired local youth on a small consolidated wage to meet the teacher shortage which is a continued phenomenon on account of increasing enrolments.

- **Teachers** have played the key role in the project in taking their schools to the present levels of achievement in various activities of the project. Barring some stray cases, the communities were happy with the teachers and several teachers had endeared themselves to the communities to an extent, they resisted the transfer of such teachers. It was heartening to see an old villager coming to the school during our visits and presenting a wall clock to a teacher for his good work and selfless service.

- The role of **training** was all too important in orienting and mobilisation of teachers and administrators for implementing the project. **The model** that has emerged two

distinct advantages. By training all the teachers and the head teachers as also the concerned educational administrator of the block, there was a general bonding among them all and a common vision and understanding of the goals and the strategies of the project and their roles and responsibilities in universalisation of primary education. The training model was not only highly participatory but was based on the dictum **DO AS I DO** and not Do as I say. The trainers and the trainees sang and prayed , danced and laughed together, participated in physical exercises, played children's games acting like small children, used stories and fables for driving home points and never let **humour** and **spiritedness** lapse for long.

- The other key to project implementation was the intensive **monitoring** of school based programme that followed the training and advocacy campaigns. Each school was visited by the project team giving further guidance and clarifying their doubts. The project leader rehearsed songs with children in all 68 schools during these visits. It was clear that training alone and circulars do not necessarily work but follow up and on the spot interaction works miracles. This worked wonders with the teachers and the community, both.. Criteria based **evaluation** about which the teachers had full knowledge did motivate the majority, only a tiny minority remained stubborn and untouched. Further, evaluation was based on **qualifying standards model** instead of ranking. The qualifying standard was again in relation to the effort each school made and their specific conditions and constraints were taken into account. A well provided school can excel but it is when a one room school in an old ruin scores six(maximum) points that the effort of its two female teachers and a female Sarpanch who was up against intra village feud and patriarchs, came to the fore and appreciated. There are many such valiant examples where the teachers themselves contributed to white wash their school and where they had no funds they excelled in activities not needing money but only effort.. and a high morale.

- The **planning and management** issues that have surfaced during the exploratory visits, the baseline survey, and subsequent visits and interaction would be taken up with the State Directorate of Primary Education. These range from need to rationalize teachers and schools, unnecessary bifurcation of schools into separate non viable schools for boys and girls as there is no demand for separate schools for girls in this area, storage and distribution of grains for noon meal programme causing immense problems, lack of security/ watchman leading to damage of school property and pilferage, no/poor arrangement for sweeping and cleaning of the school classrooms and the compounds, shortage of toilets and drinking water facilities, lack of women teachers, funds for regular maintenance and repairs, sports equipment, among others.

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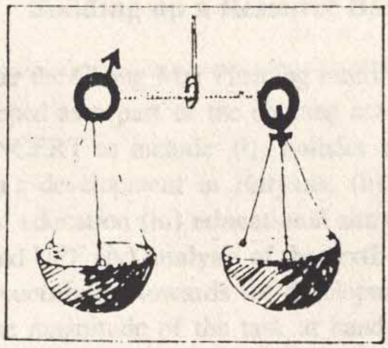
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- The project is a **Building Partnership Model** in which UNESCO, NCERT, Directorate of Primary Education and SCERT, Haryana, the district and block level administrators, the teachers, the children, the parents and the community have worked together in a spirit of joyous togetherness.

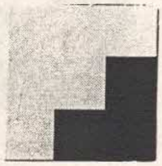
- The IPP enriched the Department of Women's Studies, NCERT,and gave a sharp focus to its activities and programmes.

- We are in a position to share our experience meaningfully with other states and the countries of the Region.



Operationalization of Phase One: Gender Sensitization

Operationalisation of Phase One



Building up a Resource Base

As a preparatory activity after the Chang Mai Planning meeting the necessary information base on Haryana was developed as a part of the ongoing activities of the Department of Women's Studies (DWS), NCERT to include: (i) **policies and programmes** regarding girls' education and women's development in Haryana, (ii) **social and demographic** indicators impinging on girls' education (iii) **educational situation** in Haryana with focus on the progress of literacy and UPE (iv) **analysis of the textbooks** from the point of view of gender bias. This effort contributed towards the development of the understanding of the problems, issues, and the magnitude of the task at hand among the faculty and the research staff of the DWS. Overall this helped in detailing out the project.



Seeking Official Collaboration

On signing of the contract, the project coordinator called on the Education Commissioner and held joint discussions with the Director of Primary Education, Haryana. They were fully appraised about the objectives of the project, the proposed activities, the time frame and the funding pattern. In view of the overriding priority being accorded to primary education by the state, the Education Commissioner and the Director Primary Education responded very enthusiastically and expressed their appreciation of the combined NCERT-UNESCO initiative and assured full support and cooperation. Necessary instructions were issued to the State Council of Educational Research and Training (SCERT), the District Primary Education Officers (DPEOs). At the instance of the Project Coordinator, a Women's Education Cell was started and made functional immediately. This Cell became a full partner in the implementation of the Project in due course and has since worked with the DWS, NCERT in this area and is fully equipped to handle research, training, development of materials, extension and community mobilization.

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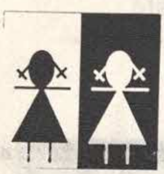
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Exploratory Exercise

In order to strengthen our understanding of the field realities in rural Haryana a week long exploratory visit was organised. In all, ten villages in the selected districts were visited. The three districts selected were among the lowest with regard to rural female literacy and enrolments. District Kaithal represented the relatively prosperous agricultural belt of Haryana. District Faridabad was chosen for its industrial character. District Gurgaon was selected for its preponderance of muslim minority among whom femlae literacy and female educational participation is the lowest. Visits to the primary schools in the villages of Kanvra, Mahawatpur, Lalpur, Nachauli, for instance helped us to fix the parameters for the field based empirical study of the phenomenon of dropout and low enrolment among girls in rural Haryana. While visiting the primary school an attempt was made to critically observe **(a) the quality of the physical infrastructure of the schools, (b) adequacy of teachers, and (c) classroom interaction and for the school climate.**



Conducting the Dropout and Never Enrolled Girls' Study

The study was carried out in 1992 in three villages of each block in the three selected districts of Haryana with the lowest female literacy rates i.e. Kaithal (19%), Gurgaon (21%) and Faridabad (15%) according to the 1991 census. The sample villages represent prosperious agricultural belt in Kaithal, the proximity of the industrial hub of the state in Faridabad, and the Mewat region, home to muslim minority, namely the Meos among whom female literacy is the lowest in the state.The findings of the study and its recommendations led to several policy level changes. The methodology of the study was participatory and household was used as an entry point.

Some key findings of the study

Girls' handicap in education (and health) appears linked to the overall low status of women in Haryana. Investment in education of girls is seen as infructuous as the benefits go to another household

- Girls are held back for domestic work and sibling care as adult women sweat it out in paid and mostly unpaid work. Irregular attendance results in poor performance and even failure and withdrawl of girls from schools.

- Following the green revolution came the white revolution in Haryana adding care of several milch animals to the list of other unpaid invisible work of women and young girls.

- Poor infrastructure, lack of drinking water, toilets and boundary walls act as a disincentive to retention of girls and children from disadvantaged groups.

- Shortage of women teachers in rural areas is seen as a prominent reason for low enrolment and poor retention of girls especially in muslim dominated areas, where the demand is for separate schools for girls additionally. Urban areas are overflowing with urban born and urban bred women teachers. Majority of the women teachers posted in rural schools commute daily from the towns.

Integrating Practitioners' Perceptions

- Meeting of all sixteen district primary education officers, District Primary Education, Haryana and the Director, SCERT

- Building of information base on 124 educational blocks of Haryana

Orientation of Key Educational Personnel

Orientation programmes were held to cover all of educational personnel to include the educational administrators, the teacher educators and teachers with the following objectives:

- To acquaint the participants with the national policy on education and its programme of action as revised in 1992 with focus on universalisation of primary education and women's equality.
- To further sensitise key persons on problems and issues of education of girls and disadvantaged groups.
- To help the participants appreciate and formulate quality improvement programmes directed at primary education.
- To familiarise the participants with the quantitative and the qualitative aspects of primary education in relation to girls and disadvantaged children.



Orienting Teachers

Programme Coverage: Phase One

* Six programmes for 16, DPEOs,124 BEOs,and 54 SCERT/DIET faculty

* Six programmes for 250 teachers and supervisors in three selected blocks

* Three awarenesss campaigns covering 164 teachers. 1500 children and over 1000 parents and community members.

Programme Schedule

Table 2:: Orientation Programme for Educational Administrators and Teacher Educators

	Session 1	Session 2	Session 3	Session 4
Day 1	Opening Session National Policy of Education	Participants Seminar	UPE: India & Haryana	Films and Discussion
Day 2	Social Context of Primary Education and Status of Women	Gender Issues in Curriculum & Elimination of Bias from Text Books	Improving Classroom Practices Play way Activities	Mobilization of Community
Day 3	Inputs into Tr. Education	Gender Sensitive Educational Planning	Group Work	Closing Session

Table 3: Orientation Programme for Teachers

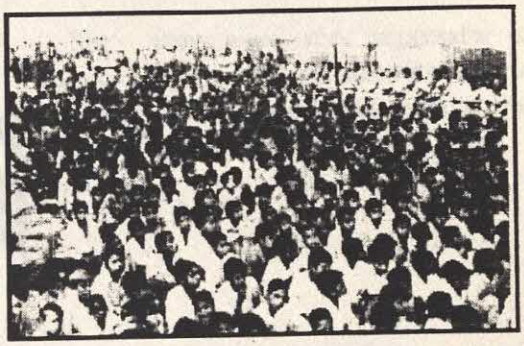
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Day 3	Language Maths and EVS	Physical Edu., Art, Craft and Work Exp.	Group Work	Closing Session

Awareness Campaigns

The awareness campaigns aimed to mobilise the community and generate awareness among masses about promoting girls education, equality between sexes and women's empowerment.



Awareness programmes of two day duration were held in a village school of each of the three selected blocks in Districts Kaithal, Faridabad and Gurgaon.



Preparatory meetings with the district and block level functionaries were held in their respective location.

Campaign materials were specially prepared by the DWS, NCERT to include posters, audio cassettes and printed support materials were prepared. The campaign songs were set to music.



SCERT Faculty joins in the Teacher Orientation Programme

Sets of National Book Trust (NBT) children's story books were gifted to the Block office for generating interest in library movement. The district and block authorities were made familiar with the concept of NBT Books Club Membership for future action.



Teachers as campaigners

The response of the teachers was very enthusiastic and they all enjoyed practising the campaign songs.

The fairs were very successful in generating people's participation and in building a positive social climate for girls' education.



It was a great sight to see teachers and the children singing and dancing together.

The children of neighbouring schools and the DIET teacher trainees presented cultural items specifically related to the theme of girls' in the form of songs, skits, role play, speeches and dances.



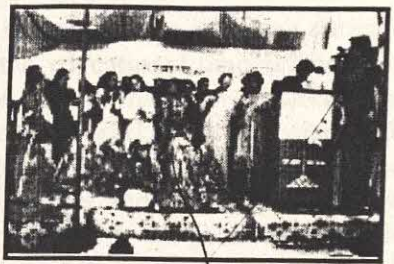
Teacher Trainees enacting a script

Girls sang the campaign songss and danced and rejoiced.



Boys were not far behind and they were singing to their sisters to go to school and become something in life

The parents, the village Panchayat members, Village Education Committee members, Mahila Mandal members, ICDS (Integrated Child Development Scheme) workers, Members of District units of Saksharta Samities (Total literacy campaign of the national Literacy mission of India) and other government functionaries participated in these advocacy campaigns.



Parshad, DPEO, BEO, TLC children join in community singing

In the fair organised in a village of Nuh Block of District Gurgaon, purdah clad women with their faces fully covered danced with abandon although to begin with they were scared of their males.



Evaluation of Phase One

Evaluation of the first phase is based on review of the work done during 1992-97. Meetings were held with the teachers and the educational functionaries and the community in these locations. Visits were made to all the three project sites and SCERT, Gurgaon by the Evaluation team . During the visits, meetings were held with the administrators and teachers who had undergone training. School visits also formed an important component of evaluation. Community leaders and general public were also interviewed. A two days workshop was organised in SCERT, Gurgaon where besides the SCERT faculty, district and block level functionaries and teachers participated. In the workshop the participants narrated how the project has benefited them.

Specific Outcomes of Phase One

1. **Policy level changes**

    i. New schemes for girls and disadvantaged
    ii. Improvement in school infrastructure
    iii. Opening separate primary school for girls
    iv. Change in recruitment policy
    v. Fifty percent reservation for women in educational administration.
    vi. Establishment of open school for post primary education
    vii Increased networking with Anganwadis .

2 **Strengthening of SCERT** by creating a 'Women Cell'. The entire faculty of SCERT has been given training. State level capacities have been generated in gender training level capacities have been generated in gender training. The cell members involved in the conduct of DPEP Gender Studies for project formulation. The cell has developed material and conducted gender training for all educational personnel in DPEP districts. Under the project , Director Primary Education, Haryana, Director, SCERT, 16 District Primary Education Officers,124 Block education Officers , 54 Teacher Educators, 250 teachers and supervisors were oriented.

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4. **Analysis of Text Books:** Action initiated to analyse school textbooks from view point of gender and the recommendations forwarded to Haryana school text board.

5.**Training Materials** developed on gender sensitisation and joyful learning for orientation of educational functionaries in the form of handbooks, reading material and reports. Materials developed for advocacy campaign in the form of posters and cassettes were generated.. Response to the campaigns was overwhelming. SCERT Women's Education Cell is organising Ma-Beti Melas in different districts .

6.**Overall improved commitment** and capacity for providing education of girls and disadvantaged groups among state educational personnel and the concerned communities.

General Observations

1. Communities seemed to be enthusiastic towards the education of girl child. Bhajan Mandalis in several villages have composed songs highlighting the importance of girls education. These songs are sung with great enthusiasm and understanding whenever they get together. Even illiterate women in purdah are prepared to educate their girl child as one of them said "*Ham to nahin padhe per lalli to jab tak padhegi padhaungi*". (We are not educated but we will send the daughter to school as long as she desires). Community enthusiasm is visible from the fact that even an unannounced visit by the team, or a visit to meet teachers, drew large crowds who participated with great enthusiasm in the school meeting. Heightened awareness to girls education was visible all through. One could see boys and girls participating in more or less equal numbers in school. Enrolment statistics also confirmed the general observation that girls have achieved parity in enrolment. This , however, needs to be interpreted in the light of the fact that increasingly boys are being sent to private fee levying schools even though these schools are largely unrecognised.

2. Discussions with the teachers indicated that they are fully conscious of the need for enrolling and retaining all children till they complete primary level. They are also aware of the situation of education of the girl child as also the need to pay special attention them. Teachers have learnt several songs with a very high value content in the area of gender equality, equal respect for all religions, love of motherland, and values of truth, courage, positive self esteem etc.. They were making use of the posters depicting gender equality. One could note improved commitment and capacity among teachers for promoting education of girls.

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4. The State bureaucracy was also found to be sensitive to the need for initiating policy level changes and promoting gender related initiatives in the state. They reported a number of policy level changes already introduced in the state.

In Conclusion: As the project was carried out in a highly participatory mode, one could see overall climate for change in the desired direction. Most importantly one could notice commitment and capacity amongst the educational functionaries for achieving the goal of universal education with special focus on education of girls and the disadvantaged.

In as far as general awareness regarding education of girls and issues related to gender equality are concerned, the stage is all set for full enrolment of girls and disadvantaged in school. In order to sustain the present gains as also to expand the area of operation both in physical terms as well as in respect of qualitative interventions, the evaluation workshop concluded that the project activities to be effective need to be concentrated in a smaller geographical area. Out of the three project districts, two districts ,namely, Gurgaon,and Kaithal are receiving massive funds under he Disrict PrimaryEducaton rogramme of the MHRD, Department of Education, MHRD, Goernment of India and even the third district, namely, Faridabad is also likely to soon included under this scheme.

3 Discussion with SCERT faculty showed a visible enthusiasm and commitment to promoting education and development of girl child. Not only the members of newly created 'Women Cell' but the other faculty showed an understanding and appreciation of problems of the girl child, her education and development. A two day meeting was attended by several faculty members. They also acquainted the project team with the work they have been doing over years for promoting girls' education and gender equality. These included training of all teachers in gender issues in all DPEP districts and preparation of resource material for training of teachers and the village education committees. The faculty showed commitment and capacity to guide the state in respect of education of girls and issues of gender equality through revision of curriculum and textbook as well as transaction in classroom. They felt empowered as they put it succinctly "*Training Ne Hamara Sashaktikaran Kiya Hai*" (Training has empowered us). *Hamein [illegible]* (We did not know how to [illegible], it has enabled us to do this).

4 The State bureaucracy was also found to be sensitive to the need for initiating policy level changes and promoting gender related initiatives in the state. They reported a number of policy level changes already introduced in the state.

In Conclusion: As the project was carried out in a highly participatory mode, one could see overall climate for change in the desired direction. Most importantly one could notice commitment and capacity amongst the educational functionaries for achieving the goal of universal education with special focus on education of girls and the disadvantaged.

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Operationalisation of Phase Two

School Based Programme on Quality and Equality

Phase Two:

School Based Programme on Quality and Equality



Realignment of Strategy

Two major considerations determined the parameters for this phase. The earlier experience of having worked with the educational personnel at all levels to include, teachers, teacher educators, educational administrators and the community leaders gave us enough confidence that we could move into the schools with their support. Considering the short span of six months available for this phase, it was felt that instead of spending our effort and energy on vast geographical territory, we could limit ourselves to a more manageable unit of space , one remote educational block, namely Khol in District Rewari and cover all primary schools therein for our school based activities. This was to emerge as a new holistic model for action research and training in which by saturating one location and by interacting with all stakeholders, the teachers, the parents, the children, the community, the administrators, mass consciousness and concerted action could be generated for promoting quality and equality as the number game(quantity) had already been won. Besides the system level interventions, it was decided to make strong school level interventions for;

(a) promoting awareness about the value of girls' education and equality between sexes;

(b) improving the functioning of primary schools to make learning a joyful and creative experience

Activities proposed

!. Advocacy campaigns in six locations.

2. School Based Programme on Quality and Equality to include:

i) School cleanliness and beautification

ii) Community singing and mass P.T.

iii) Blackboard work and handwriting improvement

iv) Promoting reading habits(Starting a library corner)

v) Creative expression, drawing, hand crafted school magazine

vi) Enlisting community support and participation

Planning Meeting with SCERT and Head Teachers

As a first step, a meeting was held on November 6,1997 with the Director, ,State Council of Educational Research and Training (SCERT) , other faculty members and members of the Women's Education Cell SCERT and the concerned District Primary Education Officer and the Block Education Officer of Khol held for seeking their views and ideas with regard to the implementation of the project. They were all enthusiastic and expressed their willingness to collaborate. Strategies for project implementation were discussed and finalized.

In the third week of November, 1997,a planning meeting was held with the head teachers of all 68 primary schools of the Block in the Primary school of Village Mamariya Asampur for deciding the interventions needed for project implementation.. The meeting was attended by the District Primary Education Officer(DPEO), the Block Education Officer(BEO), concerned faculty of the State Council of Educational Research and Training(SCERT), Gurgaon, Haryana and the local elected leaders , members of the Village Education Committee(VEC) and the women's groups(Mahila Mandal and others). The purpose of the project and the proposed school based activities and the advocacy campaigns was explained to those present and their support in implementation of the project was sought. The response was very positive.

Exploratory Visits

The project team visited twelve schools of the Block for assessing the actual situation as prelude to a baseline survey of all schools and for planning interventions. The schools presented a dismal picture with poor space utilization, generally low level of maintenance and repair, lack of adequate sanitary and drinking water facilities. In every school visited, one room was occupied with the noon meal grains with rats and insects adding to the nuisance. Another room was generally occupied by broken, unusable furniture, blackboards, old rotting mats and often firewood and other junk. Invariably still another room contained building materials of the Panchayat for further construction , and was kept under lock and key. This was the picture in schools with three ,four or five rooms. Schools with fewer rooms presented a more pitiable scene. The community appeared to be willing to construct more rooms at various places but were unwilling to spend money on repair and maintenance, which they thought was the job of the Department.

The new mats for seating children were usually lying folded in the office room and the children were found seated in the open without any *tat patties*(mats)outside In sum, the classrooms were not in use at all and the reason given, a plausible one, was the need for the sun for these usually under clad children Where the primary school was located in the part of a middle school, there were problems of autonomy and freedom with regard to the use of the school compound for various activities as the middle school authorities felt disturbed. There was only one instance where, there was perfect harmony and team spirit among the primary and the middle school.

The Operation Blackboard(OB) materials were in disuse, lying in locked boxes. The blackboards were not in use and were not painted either. The story books of the OB had never been used, nor the science and the maths kit and for that matter other materials such as charts, globe , play materials etc. The radio-cum- tape recorders given to schools more than a decade ago were never used for lack of audio tapes and no electricity. The schools found it forbidding to buy battery cells as these last only a few hours and no contingency is allowed for repurchase. These sets were normally lying with the head teacher at home for want of safety in the schools.

Further, it surfaced that the schools were working without any time table and the teachers had no idea about the syllabus for the primary classes. Innocently, they told that in the forenoon, they teach, language and maths and the afternoon was devoted to the teaching of the environmental studies. They had no knowledge about the time allocation for the academic and other activities like the work experience, art and craft, play and games etc. Practically, none of them had received any in service training or orientation. These

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schools existed in isolation from new changes in teaching techniques and content areas and needed to be reoriented as some of them had received their training as far back as twenty five to thirty years. Younger teachers who have received training in the District Institute of Education and Training (DIETs) were more aware .

Baseline Survey

Following the above visits a base line survey was carried out to assess the existing situation regarding the physical infrastructure, enrolments, teachers, special incentives for girls and disadvantaged children, and the school results .

- **Khol** block is located at distance of 33 kilometers from the district headquarters at Rewari in the foothills of lower Aravali Range adjoining the Rajasthan desert . Most of the land is rocky consisting of sedimentary formations. The soil is porous in nature and agriculture which is the mainstay of the economy is dependent on tube well irrigation. Slate quarrying for export is another notable economic activity The block covers an area of 27523 hectares and has a population of 91447 comprising 46439 males and 45035 females (1991 Census). Scheduled castes constitute 16.31% of the total population. The work force participation rate is only 28.11%, 40.45% for males and only 15.38% for females as per 1991 census. With nearly all women working in family agriculture and tending milch animals for sale of milk , the census work enumeration categories need to be changed .The literacy rate for the males is 65.1% compared to 35.5% for females.

* **Access** to primary education is **universal**. There are a total of 68 primary schools in 59 revenue villages of the block. .All villages/habitations , even as small as 35 0000households are served with a primary school.

Enrolment: Khol block has an enrolment of 11641 children enrolled in primary Classes(I-V) comprising 5647 boys and 5994 (51.49%) girls. Among these children there are 2855 Scheduled Caste(SC) children,1438 boys and 1417 (49.63%) girls; and 4386 children belonging to Other Backward Castes(OBC) consisting of 1877 boys and 2509(57.2%) girls. The fact that girls outnumber boys in the government schools has to be seen in the light of the fact that in Haryana, private often unrecognised fee levying schools have come up and increasingly parents tend to send their sons to these institutions and daughters to the government schools. This is , however, a marked improvement from the previous era when it was not felt necessary to send girls to school at all. Likewise, the

schools enabled to benefit from new changes in teaching techniques and content areas are needed to be recommended as many of them had received their training as far back as twenty five to thirty years. Younger teachers who have received training in the District Institute of Education and Training (DIETs) were more aware.

Baseline Surveys

Following the above visits a base line survey was carried out to assess the existing situation regarding the physical infrastructure, enrolment, teachers, special incentives for girls and disadvantaged children, and the board exam results.

- Nimrana Block is located at a distance of [illegible] kilometers from the district headquarters at Alwar in the foothills of lower Aravali Range adjoining the Rajasthan desert. Most of the land is rocky consisting of sedimentary formations. The soil is porous in nature and agriculture which is the mainstay of the economy is dependent on tube well irrigation. Stone quarrying for export is another notable economic activity. The block covers an area of [illegible] hectares and has a population of [illegible] comprising [illegible] males and [illegible] females (1991 Census). Scheduled castes constitute [illegible]% of the total population. The work force participation rate is only [illegible]%, [illegible]% for males and only [illegible]% for females as per 1991 census. With nearly all women working in family agriculture and rearing milch animals for sale of milk, the census work participation categories need to be changed. The literacy rate for the males is [illegible]% compared to [illegible]% for females.

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SC children form 25% of the total number of children enrolled in government schools at the primary stage whereas they constitute 16.31% of the total population of the block.

Teachers: There are a total of 279 teachers working in the 68 schools of Khol block, 228 male and 51 female. The proportion of women teachers is the lowest in Khol block i.e.,18.28%, compared to 44.12% in Rewari I block; 53.91 % in Rewari Headquarters; 23.21 % in Jatusana block, 51.28% in Babal block and 37.77% in Nahar Block of District Rewari. SC teachers numbering 29 constitute only 6.9% of total number of teachers in Khol Block against the SC share of 16.31% in the population. Of these 29 SC teachers only 2 are female .. Teachers from OBC number 98 (19.39%), comprising 79 males and only 19 females. SC and OBC girls and women have a long way to go as yet. Of the 68 head teachers only five are female in Khol block.

Further, it was noticed that every school had been provided with a minimum of two teachers even when the student strength was as low as 30-35. On the other hand there were several schools that had shortage of teachers. Some times it appeared that the bifurcation of existing coeducational schools into separate schools for boys and girls has led to unnecessary problems. In Sundroj and Dhani Sundroj, the girls school has a strength of 110 students and two teachers, functioning from a single room of an old ruin and the Boys' school, less than half a kilometer away as an unwelcome intruder in a middle school , with 80 students and three teachers. As is evident from our fairly intense interaction with the local communities, there appears to be no resistance to coeducation, least at the primary stage as majority of the primary schools are coeducational in Khol Bblock Again, there appeared no hesitation on the part of the parents to send girls to schools entirely staffed by male teachers. There are a total of 51 female teachers as against 228 male teachers in the block. In this event, the issue of separate schools for girls needs to be reviewed in this block and elsewhere in Haryana in order to optimise on our meager resources. We could review the situation case by case. For instance, the merger of Sundroj Boys' school and Sundroj Girls' school could easily be merged to give us a student strength of 198 with five teachers, one per class. In another instance, we found four primary schools within a radius of half to three quarters of a kilometer, closely located habitations again with uneven student and staff strength. For instance, the Sarpanch and the teachers and the parents of Mamariya Ahir village were all for the merger of the Boys' and the Girls' school in their village. The Girls' school had an independent building whereas the boys' school was located in two rooms of the middle school and were clamouring to move out. The Sarpanch gave the assurance that, he would give the adjoining Panchyat building room and connect it with the school and also help build another room. **Rationalization is a must.**

***Physical Infrastructure:** Most of the schools had their own building with number of classrooms ranging from 2 to 8. Schools with 30-35 children at times had two to five rooms whereas schools with 300-400 children were at times cramped in classes and were seated in the open or in the verandah There were no less than 6 schools that had no building of their own and were running in old ruins, *Dharamshalas*, in a single room or two of a middle school. Most of the buildings were in a state of disrepair and several had large rooms that had been declared unsafe for use. Fifty eight schools had a boundary wall, a major improvement from the previous years; There were only 18 schools with toilet facility; 48 schools had the provision for drinking water and 37 schools had play grounds .

***School Results** in Board examination for Class V of the primary stage were generally good for the last three years. During 1996-97, 22 of the 68 schools, 100% of the students which appeared for this examination passed ; 26 had between 90-99% result; 9 had 80-89 pass percentage; 4 had success rate of 70-79%, 3 had 60-69% passes and 3 schools had below 60% pass rate.

***Village Education Committee:** Every village has a duly appointed VEC as per the government orders but none was found to be functioning.

Preparation of Training Material
For Awareness Generation and the School-Based Programmes

For the school based programmes, the following material were prepared and distributed:

- Cassettes of songs focussing on the theme of gender equality and and school quality;
- Charts depicting the theme of boy-girl equality and importance of educating girls.
- Library bag containing about 100 books of interest to children.
- Kit for preparing hand-crafted magagine.

For the awareness campaigns, the cassettes and charts prepared contained messages on importance of educating girls, treating boys and girls alike, instilling feeling of self-confidence, courage and fearlessness among children and feelings of love and pride for their block, their district, the state and the country , love of universal values of tolerance and equal respect for all faiths for all beings.

Physical Infrastructure: Most of the schools had their own building with number of classrooms ranging from 2 to 8. Schools with 28-35 children at times had two to five rooms whereas schools with [illegible] children were at times cramped in classes and were seated in the open or in the verandah. There were no less than [illegible] schools that had no buildings of their own and were running in [illegible], Panchayat ghar, in a single room or [illegible] of another school. Most of the buildings were in a state of disrepair and several had large rooms that had been declared unsafe for use. Forty eight schools had a boundary wall. [illegible] improvement from the previous years. There were only [illegible] schools with [illegible] facilities, [illegible] schools had the provision for drinking water and [illegible] schools had play-grounds.

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Orientation of Teachers (Dec. 1-5, 1997)

All teachers of primary schools of Khol block were given a one day otientation in batches of 45-50 with a view to enable them to implement the advocay campaigns and the School Based Programme at the SCERT, Gurgaon.

Programme Objectives

i) To share with the participants the objectives of the Innovative Pilot Project

ii) To discuss the situation of the girl child in Haryana

iii) To acquaint the teachers with the objectives of the School Based Programme and the activities to be introduced in schools

iv) To prepare teachers for participation in the awareness campaigns.

v) To introduce teachers to various activities to the introduced in the school.

Contents of Programme

- Importance of girls education.
- Situation of Primary Education in general in Haryana and Block Khol in particular with special reference to girls and disadvantaged igroups.
- Background of the Project.
- Objectives of the Project; strategies for implementation, and activities to be introduced in the school.
- Practicing of songs by teachers for the Campaign and for introducing the same in the schools subsequently.
- Demonstration lessons to make learning joyful and learning outcomes more effective in teaching of language, social studies and Enviromental studies.
- Techniques of multigrade teaching.
- Joyful activities for newly - enrolled children.
- Learning through play- way method.
- Map reading and interpretation through participative learning.
- Experimental learning through demonstration of science experiments.

Resource Persons

In addition to NCERT faculty, several experts from SCERT, Gurgaon, Haryana, acted as resource persons.

Resource Material

Following materials were prepared and distributed to the participants:

1. Charts and posters with illustrations conveying messages on gender equality.
2. Two booklets containing songs on education of girls, gender equality, literacy, and basic human values were distributed along with an audio tape of sixty minutes duration containing these songs.
3. A library bag containing about a hundred children books from NBT and NCERT for each school to promote reading interests among the children through a library movement.
4. A package containing drawing sheets, coloured pens and boxes of coloured chalk for children to draw and prepare a hand crafted magazine.
5. On demand from the teachers special pen knives were purchased from Nuh Block (District Gurgaon) so that they could prepare the reed pens for children to write on the wooden slate.
6. A set of training materials for gender sensitization and a handbook for the Village Education Committee members prepared by the SCERT were distributed along with posters and a calendar on gender equality .

Methodology

The training was a highly participatory and a mutually rewarding and enjoyable by the teachers and the combined faculty of DWS, NCERT and the SCERT.An attempt was made during the programme to enact an ideal school day. Each day the programme started with the morning assembly, P.T., followed by ice breaking games , self introduction, and games for induction of new children into the school life. Then was time, to sing and listen to the audio tapes and practice the campaign songs together. Later, the six main thrusts of the school based programme were discussed as also the organisational details of the six campaigns. By the lunch time, the diffidence and the reticence of the teachers for most of whom this was their first exposure to in service training was gone. The post lunch sessions were devoted to elements of teaching of language and EVS. .The SCERT faculty demonstrated some innovative methods of multi grade teaching and

showed a couple of simple but interesting science experiments. This one day exercise equipped the teachers to under the project.

Teachers expressed some concern about the introduction of singing and dancing, mass P.T., and other activities as these would interfere with their regular teaching of language maths and EVS and would cut into the school time. They were not aware that the syllabus of primary schools issued by the Directorate of Primary education, Haryana and that 35% of the school time was expected to be devoted to work experience, art, craft, singing and physical education and other activities like the children's clubs and weekly meetings of the children's clubs, excursions etc. Once they were told that the three sets of academic subjects are to be given only 65% of the total school time, they were at ease and were willing to experiment along with the Project team. The presence of the DPEO and the BEO on all five days was a great help in motivating and bonding the teachers for carrying out the project activities. The BEO soon became one of the resource persons' team and impressed on the teachers the special attention Khol block is receiving at the request of DPEO, Rewari and that they should feel honoured that they are going to participate in a project of great importance which will put Khol and Haryana on the world map. Also, it was explained to the teachers that the activities on which the project is focussing are what should take place in every school as a routine according to the syllabus and no extra time was needed. This set the stage for the project to take off.

The SCERT, Haryana later carried out a two day training for all teachers of the Khol block to strengthen the academic areas in batches of fifty at Rewari.

Mode of Campaigns

Campaigns were organised in some centrally located schools of the block.. The venue of five campaigns were the villages of Mamadia Thetar , Rajpura Istmurar, Kund. Mandola. Badoli and the final one combined with distribution of awards for good performance, at Village Jainabad.. The location of campaigns was decided so as to make it possible for the teachers and students of about 10 to 15 schools participate in the campaign (a notional map of location of campaign site is given) . Besides the teachers , children and village community, all teachers from nearby primary schools, selected children from those schools and VEC members

The **Siksha Utsav** (Festival of Education as these campaigns were termed) started with welcome songs. These were followed by a number of group songs, one act plays and skits related to education, especially education of girls , value of a mother's endless work and love for her children , picture of a father who shares the housework and child care

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The NCERT, Haryana later carried out a two day training for all teachers of the Kheri block to strengthen the academic areas in batches of fifty at Rohtak.

Work of Campaigns

Campaigns were organised in some centrally located school of the block. The venue of the campaigns were the villages of Kharkhoda, Dhatir, Bajana, Jatwala, Kheri, Mehendipur, Thanki and the Fatehpur experienced such distribution of awards for good performance at Village Jatwala. The location of campaigns was carefully fixed to make it possible for the teachers and students of about fifty to hundred participants of the campaign. A material map of location of campaign site is given. Besides the teachers, children and village community, all teachers from nearby primary schools attended including children from those schools and VEC members.

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responsibilities of the mother and other basic values. These skits and one act plays also covered themes like ill effects of liquor consumption, illiteracy, among others. The teachers had done an excellent job of preparing children for participation in the campaigns. Mahila Mandals , Jagriti Mandalis and their leaders the Sanjeevanis (Women's Groups) also presented some items. It was interesting to see a lot of creativity and self-expression among children. During the campaigns, children also presented several songs which were specially composed by their teachers for the specific purpose of the campaigns. The Project appeared to have unleashed the great urge for creativity and joy among the teachers and the taught, alike with the whole community joining these funtions in full strength..

The gatherings were also addressed by the BEO, the Programme Director, Usha Nayar, and the Consultant, Kusum Premi. The BEO, Shri Hiramani, brought out very vividly the importance of girls education and exhorted the community to treat their sons and daughters alike with the same affection and attention. The project appeared to have inspired our key person, the BEO, Hira Mani who turned a poet overnight and through verses brought out the significance and the details of each project activity. His verses became the charter for action and imotivated teachers into action with zeal. The Programme Director made the children practice campaign songs which focussed on importance of girls education and need for treating the boys and girls alike.. The Consultant explained the objectives of the programme and activities to the introduced in each of the schools to make school place of joyful learning and promote the effectiveness of schools. She also emphasised the importance of activising the community, especially the Panchayat Members and the members of the VECs in order to improve the functioning of schools.

In each of the campaigns children, teachers and village community participated in large numbers (ranging between 800 to 1000).They showed alot of enthusiasm by joining in community singing. Women of the villages also danced. Over all the impact of the campaigns looked to be very positive.

Monitoring the Implementation of School Based Activities

The major purpose of these visits was to help the schools in overcoming whatever hurdles they were facing in the implementation of the school-based programmes. These visits were absolutely crucial as it dawned on us that mere training and circulars do not necessarily motivate all people into action. Touching individual persons and institutions

responsibilities of the mother and other basic values. These skits and one act plays also covered themes like ill effects of liquor consumption, illiteracy, among others. The teachers had done an excellent job of preparing children for participation in the campaigns. Mahila Mandals, Jagrua Mandals and their leaders the Sangavvanit (Women's Groups) also presented some songs. It was interesting to see a lot of creativity and self-expression among children. During the campaigns, children also presented several songs which were specially composed by their teachers for the specific purpose of the campaigns. The Project appeared to have unleashed the great urge for creativity and joy among the teachers and the taught, alike with the whole community joining these functions in full strength.

The gatherings were also addressed by the DEO, the Programme Director, Usha Nayar, and the Consultant, Kusum Prem. The DEO, Shri Hiremani, brought out very vividly the importance of girls education and exhorted the community to treat their sons and daughters alike with the same affection and attention. The project appeared to have enthused our key person, the DEO. Hira Mani who turned a poet overnight and through verses dilated on the significance and the details of each project activity. His verses became the charter for action and motivated teachers into action with zeal. The Programme Director made the children practice campaign songs which focussed on importance of girls education and need for treating the boys and girls alike. The Consultant explained the objectives of the programme and activities to be introduced in each of the schools to make school place of joyful learning and promote the effectiveness of schools. She also emphasised the importance of activating the community, especially the Panchayat Members and the members of the VECs in order to improve the functioning of schools.

In each of the campaigns children, teachers and village community participated in large numbers (ranging between 200 to 1000).They showed alot of enthusiasm by joining in community singing. Women of the villages also danced. Over all the impact of the campaigns looked to be very positive.

Monitoring the Implementation of School Based Activities

The major purpose of these visits was to help the schools in overcoming whatever hurdles they were facing in the implementation of the school-based programmes. These visits were absolutely critical as it dawned on us that mere training and circulars do not necessarily motivate all people into action. Touching individual persons and institutions

through one to one interaction works wonders. While some 30 percent schools had already acted on the guidelines provided and appeared highly motivated, the next 50-60 % were spurred into action by these visits by the project team. They finally knew we were serious about our work and that they had to do their share. There are always the last stubborn ten percent who do not respond at all or are very feeble in their response.

Each of the 68 schools was visited by the project team to monitor the implementation of the activities which were suggested during the training programme to make schools effective, egalitarian and a place of joyful learning. In each of the visits 5-8 schools were covered depending on the geographical spread. During these visits an effort was made not only to reinforce the inputs given during the orientation programme but also to get in touch with the Sarpanch and other members of the village community with a view to sharing with them the vision of the project and for enlisting their support in the whitewashing and repair of the school buildings. We succeeded in convincing them that these schools belong to the people and doing anything to improve the condition of the school would benefit the community itself when children start enjoying coming to school because it is a joyous experience and not dry,dull, and uninteresting. Some of them were also motivated to contribute towards improving physical infrastructure of the school, the response in the final analysis was overwhelming.

These visits were made to different schools after one month of the orientation workshop for monitoring the implementation of the suggested interventions. It was heartening to see that some of the schools had taken good initiative and were implementing many of the suggestions specially those which did not require much funding. These included group singing by the children, physical exercises. Some of the schools were able to mobilise the VEC and they had already started whitewashing of the walls and getting part of the walls black painted for small children to write freely. Some of the schools had set up library corners and the books given to them were being issued to children. Teachers had become conscious of their black-board writing, and it was quite reassuring to see that black-board work had shown perceptible improvement. Overall one could see in many of the school lot of useful activities. Teachers looked much more active and children cheerful. Overall cleanliness and lively atmosphere of the schools were good signs of change.However, some of the schools were not able to much. This was mainly due to lack of initiative but at times the teachers were not very clear as to from where to start. Some of them were waiting for money for initial cleaning of premises before starting anything. In some of the schools the problem was of motivating the VEC members. In such cases the Sarpanch and VEC members were addressed by the project team and some of them were enthused.

through one to one interaction works wonders. While some 30 percent schools had already acted on the guidelines provided and appeared amply motivated, the next 30-40 % were inspired into action by these visits by the project team. They finally knew we were serious about our work and that they had to do their share. There are always the last stubborn ten percent who do not respond at all or are very feeble in their response.

Each of the 68 schools was visited by the project team to monitor the implementation of the activities which were suggested during the training programme to make schools effective, ecofriendly and a place of joyful learning. In each of the visits 5-8 schools were covered depending on the geographical spread. During these visits an effort was made not only to reinforce the inputs given during the orientation programme but also to get in touch with the Sarpanch and other members of the village community with a view to sharing with them the vision of the project and for enlisting their support in the whitewashing and repair of the school buildings. We succeeded in convincing them that these schools belong to the people and doing anything to improve the condition of the school would benefit the community itself when children start enjoying coming to school because it is a joyous experience and not dry, dull, and uninteresting. Some of them were also motivated to contribute towards improving physical infrastructure of the school, the response in the final analysis was overwhelming.

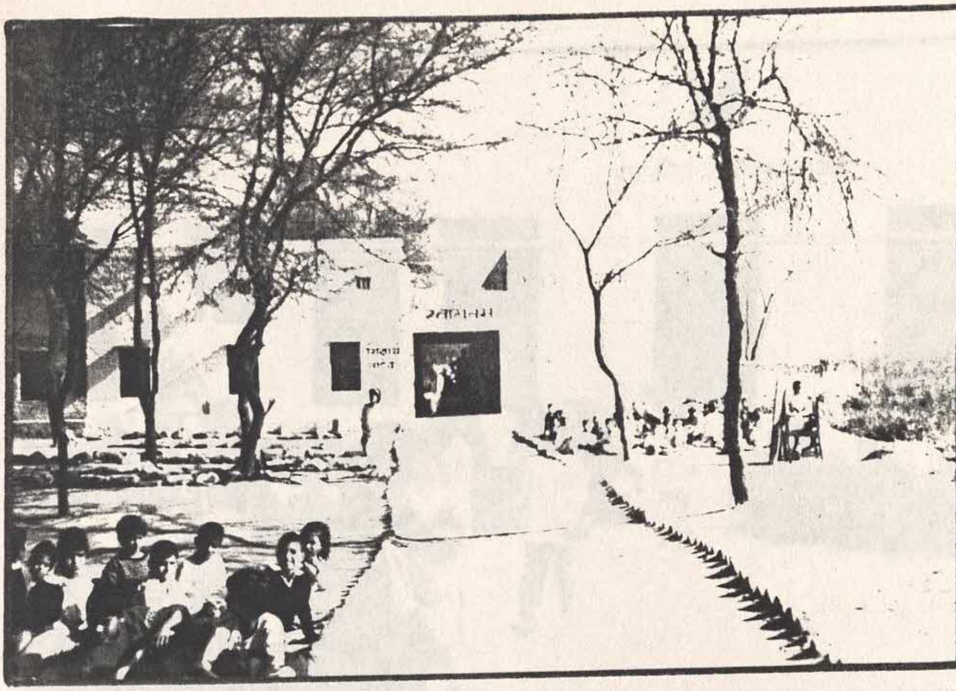
These visits were made to different schools after one month of the orientation workshop for monitoring the implementation of the suggested interventions. It was heartening to see that some of the schools had taken good initiative and were implementing many of the suggestions specially those which did not require much funding. These included group singing by the children, physical exercises. Some of the schools were able to motivate the VEC and they had already started whitewashing of the walls and getting part of the walls black painted for small children for free drawing. Some of the schools had set up library corners and the books given to them were being issued to children. Teachers had become conscious of their black-board writing, and it was quite reassuring to see that their hard work had shown perceptible improvement. Overall one could see in many of the schools lots of useful activities. Teachers looked much more active and children cheerful. Overall cleanliness and the atmosphere of the schools were good signs of change. However, some of the schools were not able to do much. This was mainly due to lack of initiative but at times the teachers were not very clear as to from where to start. Some of them were waiting for money for major changes of structure before starting anything. In some of the schools the problem was of motivating the VEC members. In such cases the Sarpanch and VEC members were addressed by the project team and some of them were enthused.

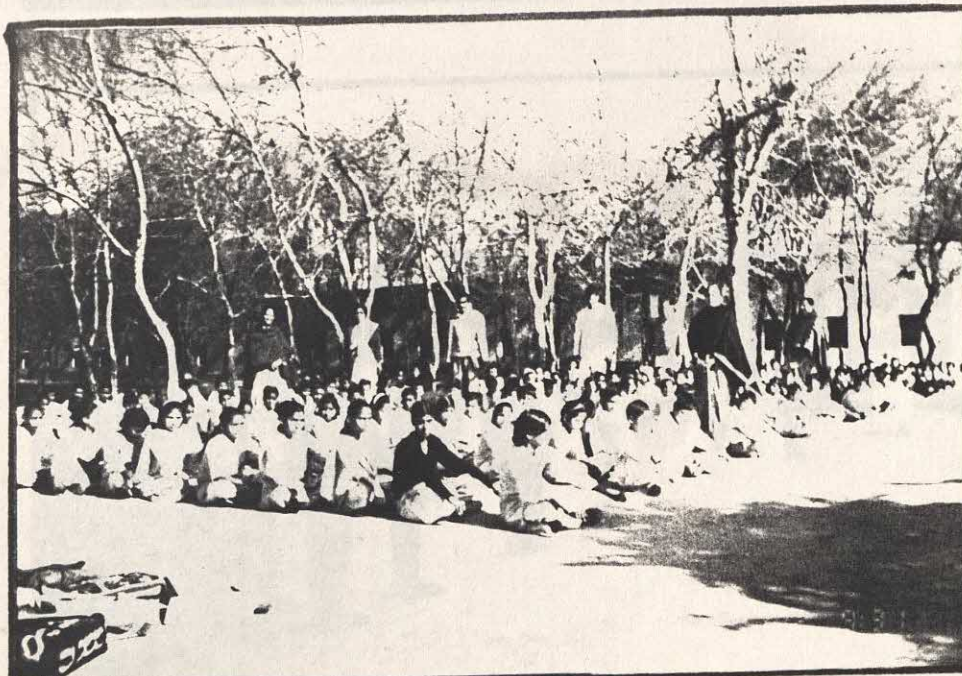
Evaluation of Implementation

For evaluation of implementation of school based activities, a proforma was developed to rate each of the activity objectively. This was sent to the schools so that they know what they are being rated on.

To begin with, it was decided to give prizes to the top ten schools in each of the six activity areas. During our monitoring visits, it was visible that all out effort was being made by most of them even in the face of resource crunch and hence it may be mor meaningful to rate them on a qualifying standard, and give recognition to all those who measure up to that . Each school was judged on the effort they made individually and not in comparison with other schools necessarily. There were schools located in on room of a ruin, in two rooms of a building, in a Dharamshala and so on. The star rating of each school signifies the effort made to come to a certain level of performance. In the final analysis, no distinction is being made in giving of the gifts except the star rating on the Certificate of Merit.First A major Shiksha Utsav is being organised on the third of April, 1998 at Village Jainabad in Khol Block for giving recognition to schools that have done well and to see some items used for the awareness campaigns earlier and in the school based programme. This festival of education will be presided over by Professor A.K. Sharma, Director, NCERT, New Delhi and the awards are to be distributed by the Director, Unesco Office for South and East Asia, Professor Mogeiadi. Director, Shri sanjeev Kumar,Director, Primary Education Haryana , Ms. S. Sandhir, Director, SCERT, Haryana would be attending the function as Co- hosts.It is expected that about two thousand children, and more than five hundred teachers, Panchayat and VEC members and Members of women's groups will attend this function.

Each of the 68 schools were visited by the evaluation team consisting of project director, project consultant, block education officer and the project associate. It was heartening to see that most of the schools had implemented the first two activities, i.e., school cleanliness and beautification (56 schools),and mass singing and mass P.T..(53 schools) to the full satisfaction of the evaluation team. Similarly, the setting up of book corners had been done by 40 schools and 29 schools displayed very good blackboard work by the teachers and good handwriting by the students. At least 31 schools reported full cooperation and involvement of the community in renovation of the schools.Nineteen schools had captured the concept of a hand crafted school magazine displaying the creative drawing and writing by the students. Hence, it was decided to give certificates of appreciation in place of prizes. These were supplemented with some gifts to each of the 68 schools for participating in the project.

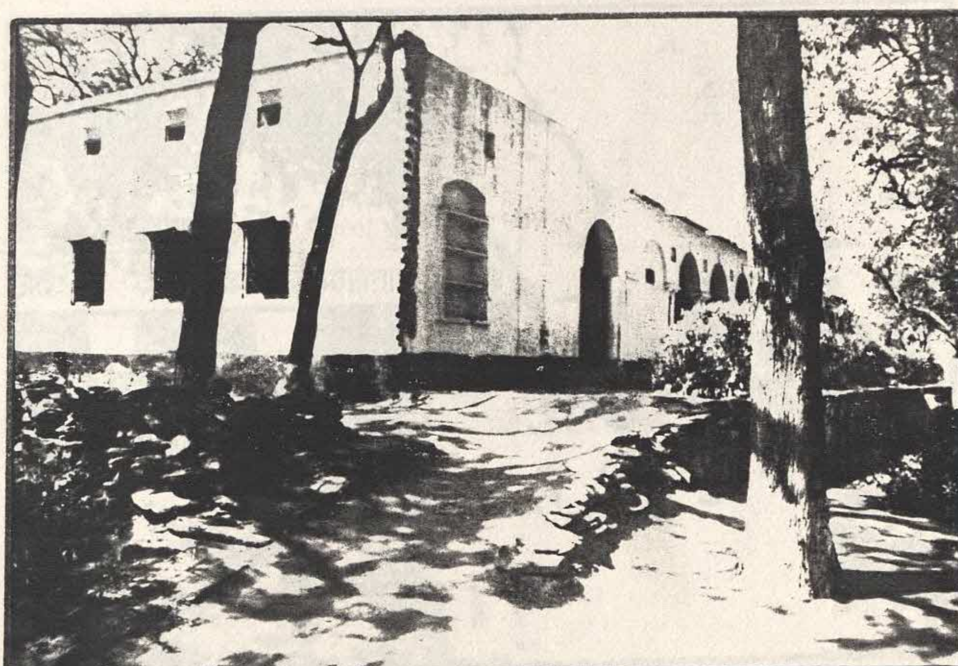


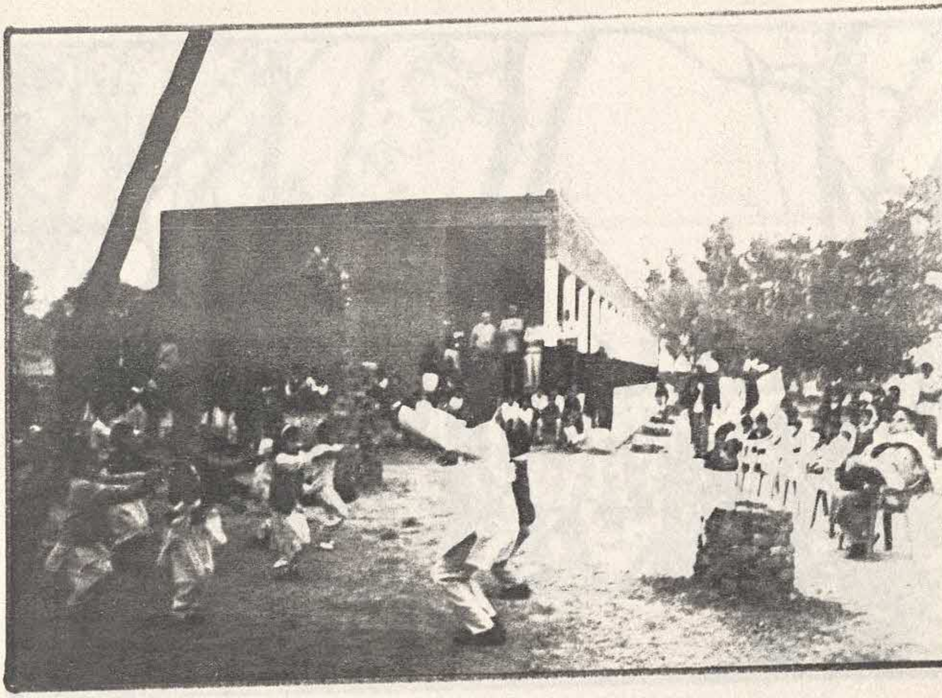


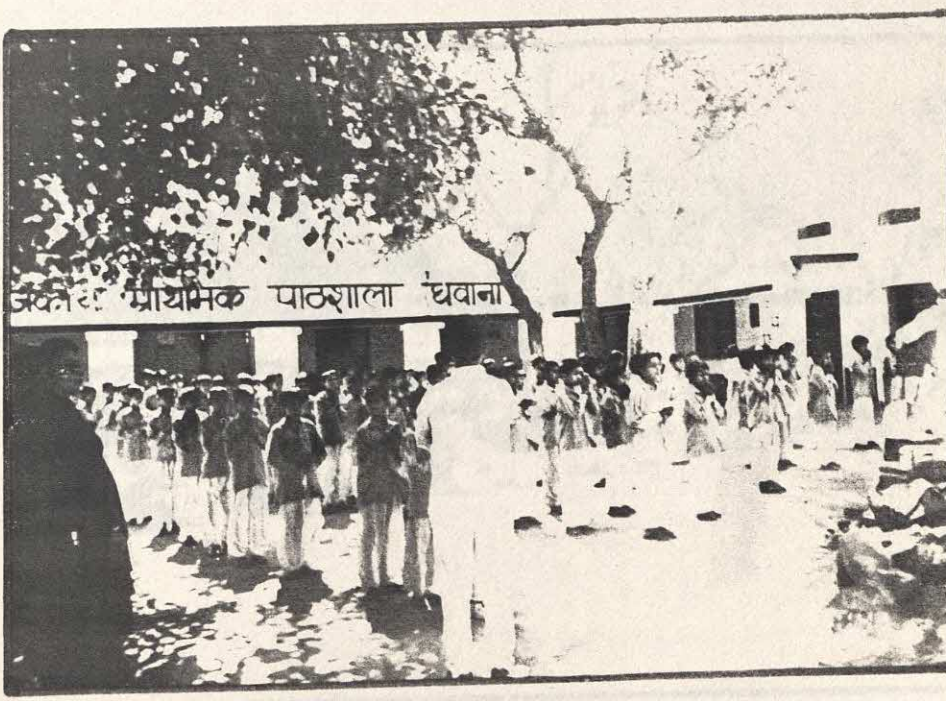

राजकीय प्राथमिक पाठशाला


राजकीय बाल प्राथमिक पाठशाला पाली जिला रेवाड


राजकीय प्राथमिक पाठशाला

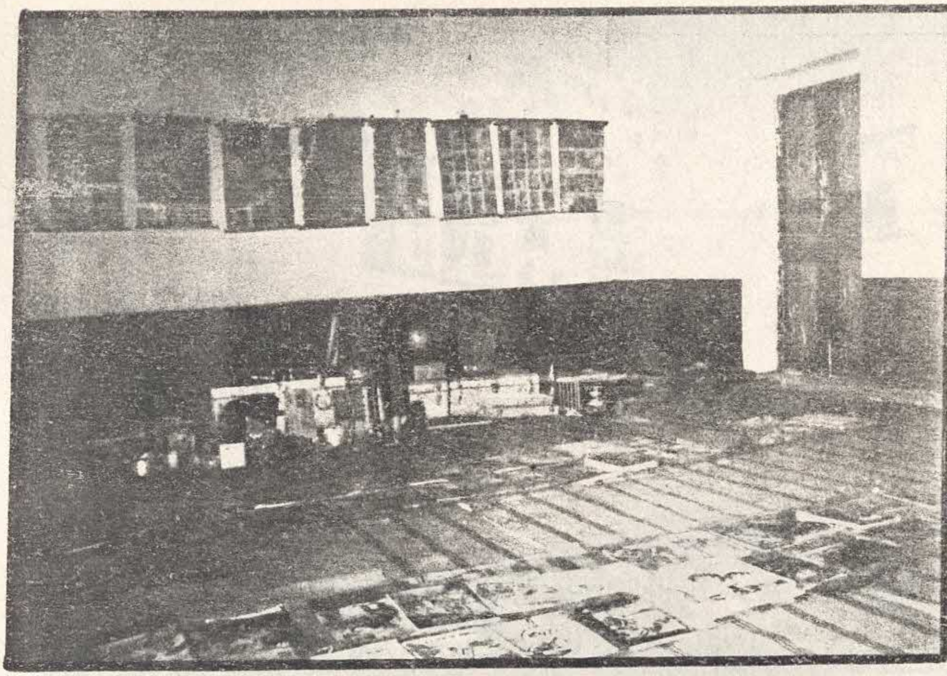


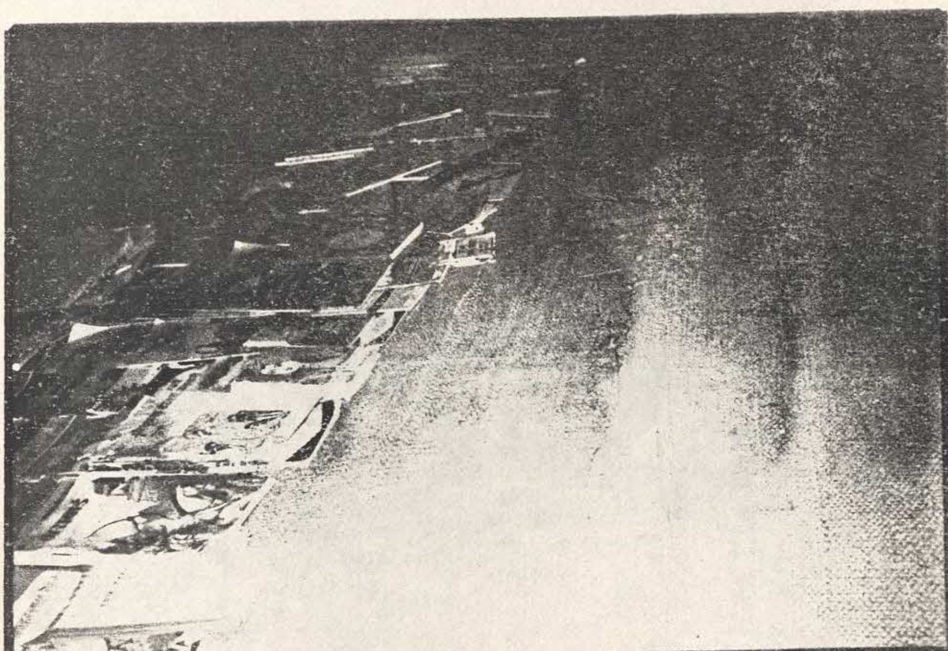


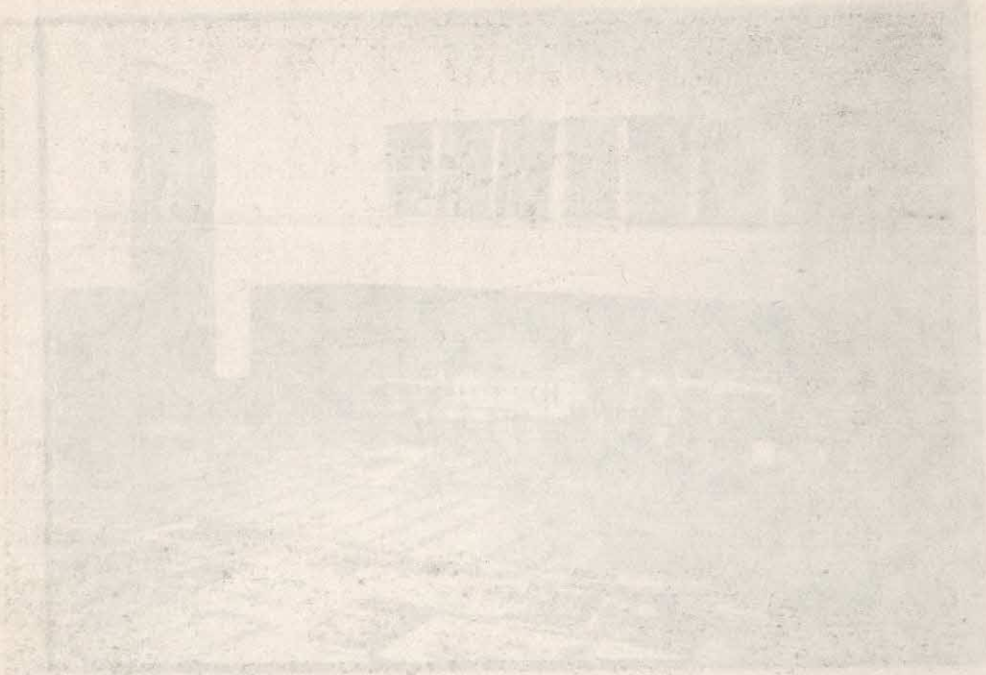

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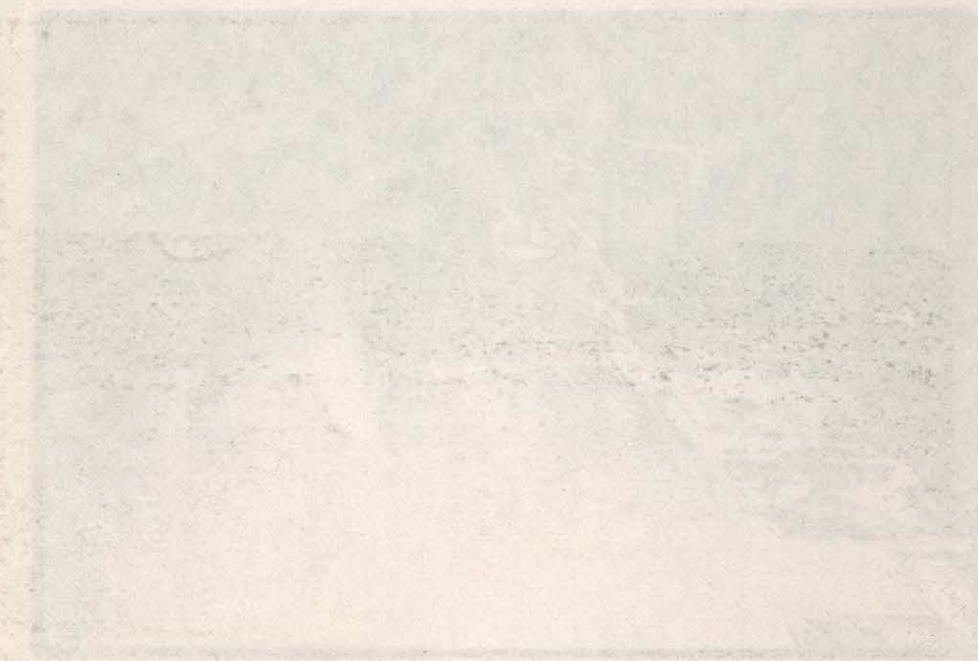




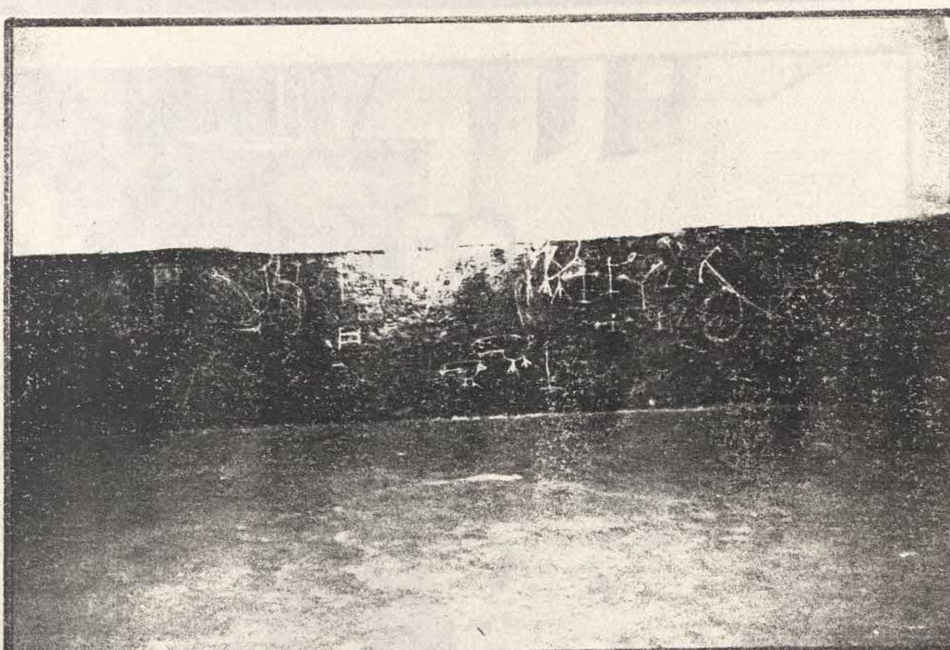













इतिहास है।
“ज्ञान ज्योति कक्ष”

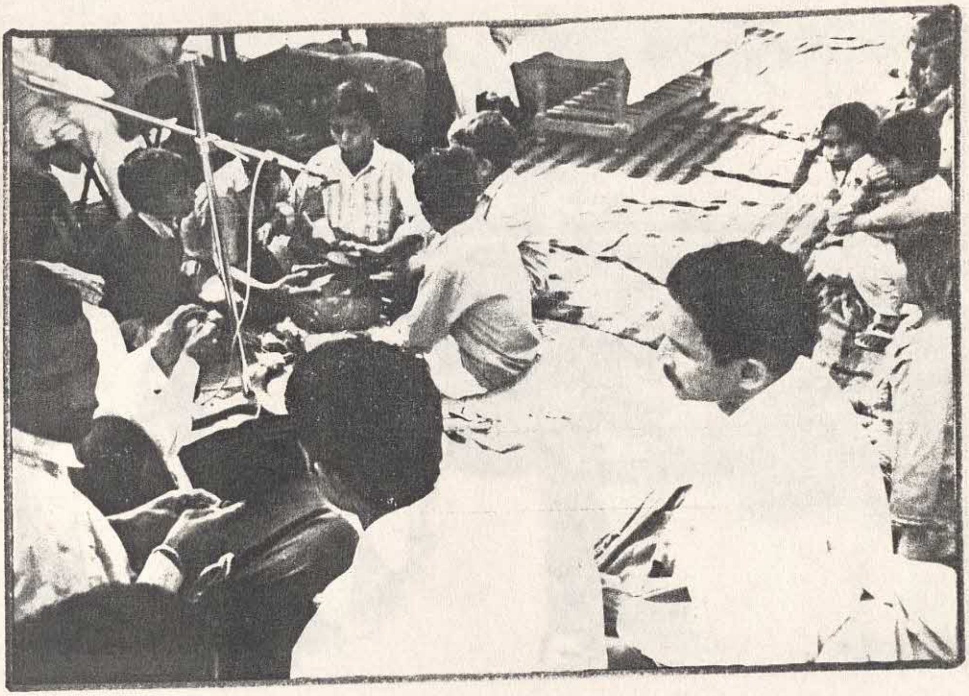












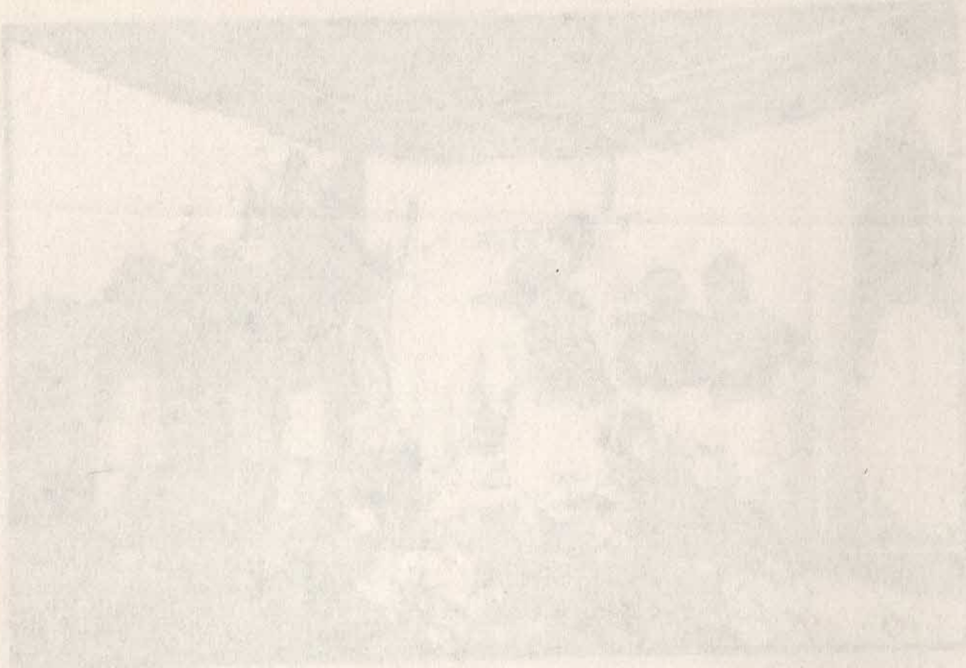








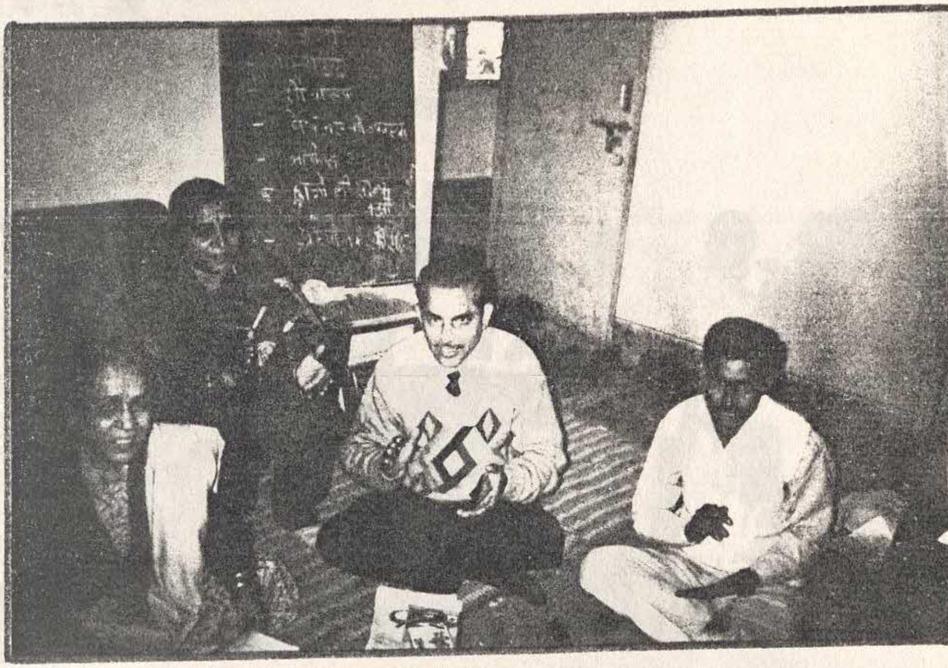






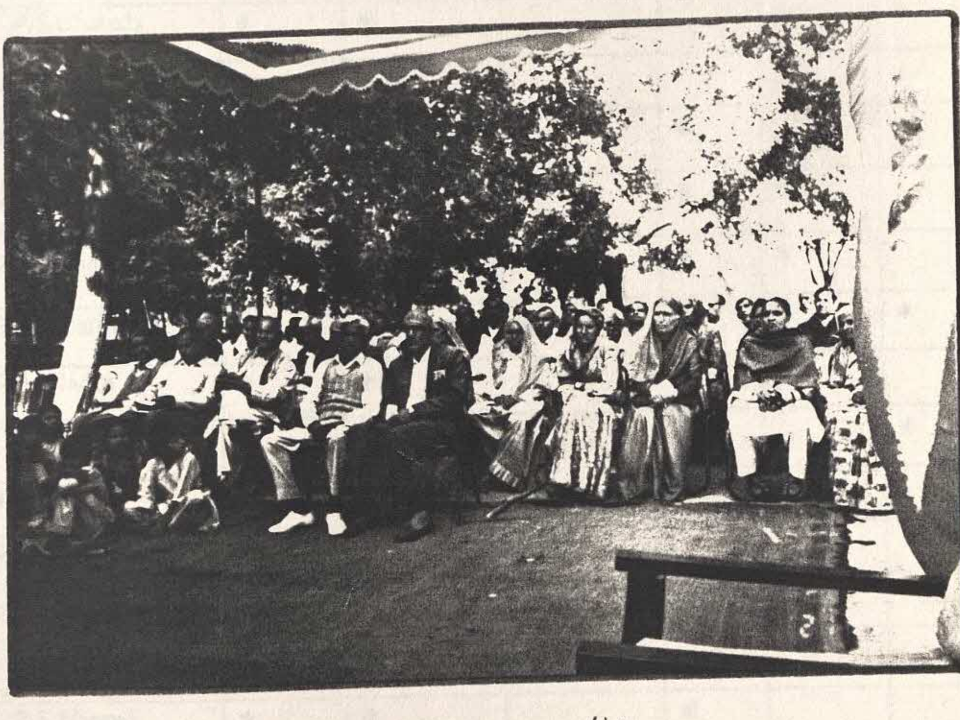


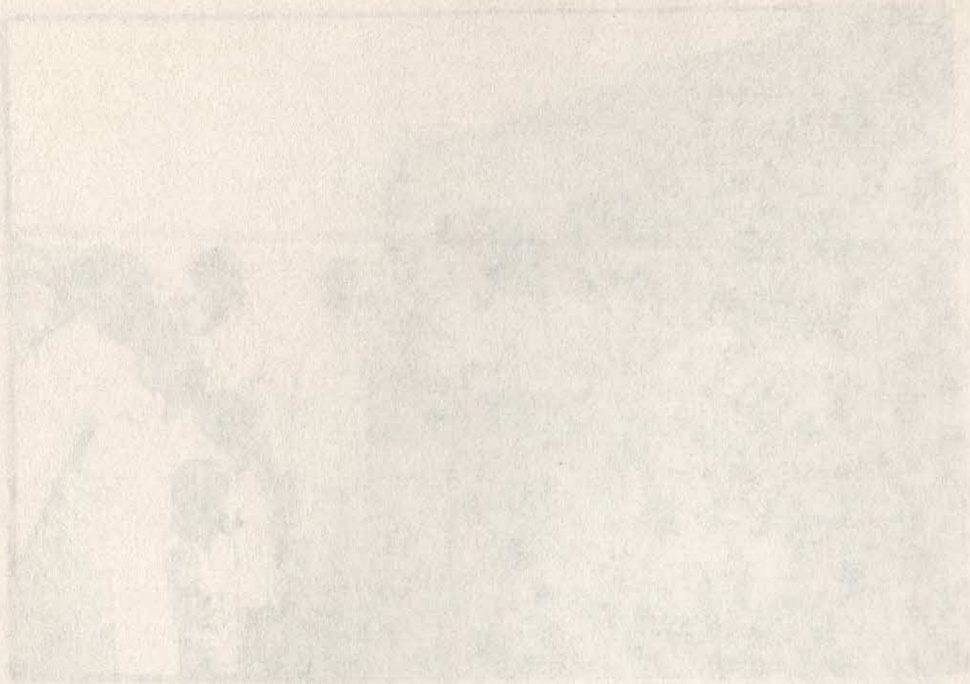


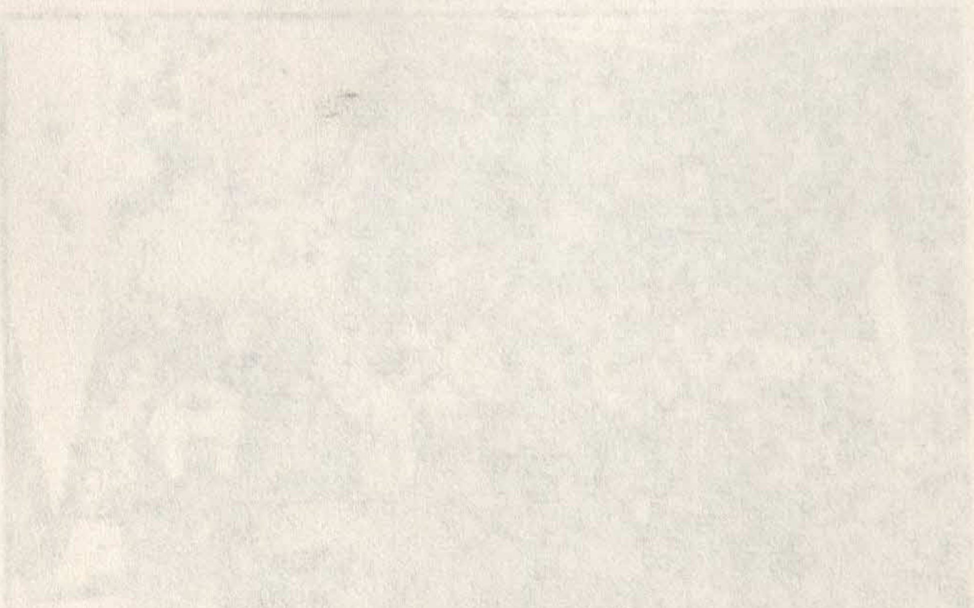












Annexure I

Unesco Sposored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana:School Based Programme with focus on Quality and Equality (1997-98)

Shiksha Lehar

***Star Rating of Schools on Performance**

Sl. No.	Name of Centre/Schools	Cleanness and Beautification	Group Singing/PT/ Prayer	Handwriting /Teachers/ Students	Library	School Magazine	Community Support
	Pranpura						
1.	G.P.S.Pranpura	*	*	*	*	*	*
2.	G.P.S.Aliawas	*	*	*	*		
3.	G.P.S.Chimnawas	*	*	*	*		*
4.	G.P.S.Kadu	*			*		*
5.	G.P.S.Raliawas	*	*	*	*		*
6.	G.P.S.Bhateda	*	*			*	*
	Ladhuwas						
7.	G.P.S.Ladhuwas				*		
8.	G.P.S.Bohatwas Ahir	*		*	*	*	
9.	G.P.S.Bangarwa	*	*		*	*	
10.	G.P.S.Harinagar	*	*	*	*	*	*
11.	G.P.S.Jadra	*	*	*	*		
12.	G.P.S.Makharia	*	*	*	*		*
	Mundi						
13.	G.P.S.Mundi	*		*			
14.	G.P.S.Bas	*	*	*			
15.	G.P.S.Batodi	*	*	*			
16.	G.P.S.Nangal	*	*		*		

17.	G.P.S.Budoli	*	*		*		
	Luhana						
18.	G.P.S.Luhana	*	*		*	*	
19.	G.P.S.Dhawana (Boy)	*	*		*	*	*
20.	G.P.S.Dhawana (Girls)	*	*	*		*	
21.	G.P.S.Siha (Boy)	*	*		*		
22.	G.P.S.Siha (Girls)	*	*		*		
	Kund						
23.	G.P.S.Kund	*	*		*		*
24.	G.P.S.Padla						
25.	G.P.S.Manethi	*	*	*	*		*
26.	G.P.S.Dhani Bhalkhi	*	*		*		*
	Mamadia Assampur						
27.	G.P.S.Mamadia Assampur	*	*		*	*	
28.	G.P.S.Mamadia Ahir (Boy)		*			*	
29.	G.P.S.Mamadia Ahir (Girls)	*	*	*	*	*	
30.	G.P.S.Mamadia Thethar	*	*			*	*
31.	G.P.S.Naangla Mayan	*	*				
	Majra Murthal						
32.	G.P.S.Bhalkhi (Boys)	*	*	*		*	
33.	G.P.S.Bhalkhi (Girls)		*		*		*
34.	G.P.S.Chita Dungra						
35.	G.P.S.Bhalkhi	*	*				*

	Nandha						
36.	G.P.S.Nandha	*	*		*		*
37.	G.P.S.Balwari						
38.	G.P.S.Mayan	*	*	*	*	*	*
39.	G.P.S.Khaleta	*	*	*	*		*
	Jainabad						
40.	G.P.S.Jainabad (Boys)	*	*		*		*
41.	G.P.S.Jainabad (Girls)	*	*	*	*	*	*
42.	G.P.S.Nimoth (Boys)		*				
43.	G.P.S.Nimoth (Girls)	*		*			
44.	G.P.S.Dhani Badh	*	*		*		*
	Mandola						
45.	G.P.S.Mandola (Boys)		*				
46.	G.P.S.Mandola (Girls)		*				
47.	G.P.S.Bohka		*				
	Nangal Jamalpur						
48.	G.P.S.Nangal Jamalpur	*		*	*		
49.	G.P.S.Unch	*	*	*	*		*
50.	G.P.S.Basududa		*				*
51.	G.P.S.Dhani Shobha	*	*	*	*		*
	Dhani Radha						
52.	G.P.S.Dhani Radha	*		*	*		
53.	G.P.S.Khol (Boys)	*	*		*		
54.	G.P.S.Khol (Girls)	*	*				

55.	G.P.S.Ahrod	*	*	*			*
56.	G.P.S. Dhani Kalana	*	*	*	*		*
	Govindpuri						
57.	G.P.S.Govindpuri	*	*		*		*
58.	G.P.S.Bawana Gujjar	*	*			*	*
59.	G.P.S.Khori (Boy)	*	*		*		
60.	G.P.S. Khori (Girls)	*	*			*	
	G T Khori						
61.	G.P.S.GT Khori	*		*			*
62.	G.P.S.Pali (Boys)	*					
63.	G.P.S.Pali (Girls)	*	*	*	*		
	Rajpura Istmurar						
64.	G.P.S.Rajpura Istmurar	*	*		*		*
65.	G.P.S.Shahbazpur	*		*		*	*
66.	G.P.S.Sundroj (Boys)						
67.	G.P.S.Sundroj (Girls)	*	*	*	*	*	*
68.	G.P.S.Dhani Santo	*		*			

Annexure II

Enrolments and Teachers in Primary Schools of Khol Block 1997-98

Sl. No.	Name of Centres	Enrolment			Teachers/Head Teachers		Results Class V(1996-97)	
		Boys	Girls	Total	Male	Female	Appeared.	Passed
	Pranpura							
1.	G.P.S.Pranpura	99	83	182	4		35	34
2.	G.P.S.Aliawas	80	73	153	4		26	26
3.	G.P.S.Chimnawas	80	105	185	4	1	47	47
4.	G.P.S.Kadu	51	29	70	2		10	08
5.	G.P.S.Raliawas	51	50	101	1	1	14	13
6.	G.P.S.Bhateda	29	36	65	2		25	23
	Ladhuwas							
7.	G.P.S.Ladhuwas	52	63	115	3		18	17
8.	G.P.S.Bohatwas Ahir	131	65	196	4		47	47
9.	G.P.S.Bangarwa	17	15	32	2		8	6
10.	G.P.S.Harinagar	59	52	111	1	2	13	12
11.	G.P.S.Jadra	142	156	298	1	5	48	48
12.	G.P.S.Makharia	48	29	77	1	1	9	9
	Mundi							
13.	G.P.S.Mundi	151	169	320	5	1	45	44
14.	G.P.S.Bas	51	91	142	2		24	20
15.	G.P.S.Batodi	107	115	222	5		52	50
16.	G.P.S.Nangal	34	70	104	1	2	34	34
17.	G.P.S.Budoli	210	231	441	9		121	78
	Luhana							
18.	G.P.S.Luhana	128	165	293	6	2	69	69
19.	G.P.S.Dhawana (Boy)	209		209	5		60	59
20.	G.P.S.Dhawana (Girls)		192	192	4		60	58

21.	G.P.S.Siha (Boy)	247		247	4	2	45	44
22.	G.P.S.Siha (Girls)		236	236	5		56	54
	Kund							
23.	G.P.S.Kund	77	66	143	3		19	18
24.	G.P.S.Padla	97	114	211	4	2	50	47
25.	G.P.S.Manethi	80	118	198	5		41	35
26.	G.P.S.Dhani Bhalkhi	144	-	144	3	1	27	24
	Mamadia Assampur							
27.	G.P.S.Mamadia Assampur	79	85	164	4		48	46
28.	G.P.S.Mamadia Ahir (Boy)	41	2	43	1	1	11	11
29.	G.P.S.Mamadia Ahir (Girls)		72	72	1	1	16	16
30.	G.P.S.Mamadia Thethar	49	50	99	2	1	23	22
31.	G.P.S.Nangla Mayan	32	18	50	2		5	5
	Majra Murthal							
32.	G.P.S.Bhalkhi (Boys)	73	88	161	4	-	33	32
33.	G.P.S.Bhalkhi (Girls)	-	162	162	2	1	30	18
34.	G.P.S.Chita Dungra	54	60	104	3		38	22
35.	G.P.S. Dhani Bhalkhi	34	51	85	1	-	13	5
	Nandha							
36.	G.P.S.Nandha	163	168	331	7	-	65	65
37.	G.P.S.Balwari	94	121	215	5	-	20	20
38.	G.P.S.Mayan	114	120	234	5		38	33
39.	G.P.S.Khaleta	101	129	230	4	2	45	44
	Jainabad							
40.	G.P.S.Jainabad (Boys)	217	-	217	3	1	60	60

41.	G.P.S.Jainabad (Girls)	-	282	282	5	1	43	41
42.	G.P.S.Nimoth (Boys)	260	-	260	7	-	76	56
43.	G.P.S.Nimoth (Girls)	-	314	314	4	2	70	31
44.	G.P.S.Dhani Badh	205	89	294	4	-	42	42
	Mandola							
45.	G.P.S.Mandola (Boys)	245	-	245	2	2	67	54
46.	G.P.S.Mandola (Girls)	-	217	217	4	-	64	52
47.	G.P.S.Bohka	116	126	242	3	-	40	33
	Nangal Jamalpur							
48.	G.P.S.Nangal Jamalpur	162	157	319	5	1	48	46
49.	G.P.S.Unch	144	141	285	5	-	54	50
50.	G.P.S.Basududa	104	116	220	4	-	52	50
51.	G.P.S.Dhani Shobha	45	49	94	1	2	22	22
	Dhani Radha							
52.	G.P.S.Dhani Radha	52	54	106	3	-	19	19
53.	G.P.S.Khol (Boys)	182	99	281	5	1	60	60
54.	G.P.S.Khol (Girls)	-	89	89	2	1	22	22
55.	G.P.S.Ahrod	110	99	209	4	-	76	54
56.	G.P.S. Dhani Kalana	105	112	217	3	1	41	39
	Govindpuri							
57.	G.P.S.Govindpuri	36	21	57	2		16	16
58.	G.P.S.Bawana Gujjar	271	118	389	3		60	55
59.	G.P.S.Khori (Boy)	164		164	4		21	20
60.	G.P.S. Khori (Girls)		170	170	2	2	36	30

	G T Khori							
61.	G.P.S.GT Khori	**88**	**119**	**207**	**5**		**34**	**19**
62.	G.P.S.Pali (Boys)	**133**		**133**	**4**		**36**	**30**
63.	G.P.S.Pali (Girls)		**184**	**184**	**4**	**1**	**59**	**59**
	Rajpura Istmurar							
64.	G.P.S.Rajpura Istmurar	**79**	**86**	**165**	**3**	**2**	**31**	**28**
65.	G.P.S.Shahbazpur	**16**	**14**	**30**	**1**	**1**	**9**	**9**
66.	G.P.S.Sundroj (Boys)	**80**		**80**	**2**		**13**	**13**
67.	G.P.S.Sundroj (Girls)		**110**	**110**		**2**	**12**	**11**
68.	G.P S.Dhani Santo	**13**	**17**	**30**			**13**	**9**

Annexure III

Physical Facilities in Primary Schools of Khol Block 1997-98

Sl. No.	Name of Centres/Schools	Boundary Wall	Toilet Boys	Toilet Girls	Drinking Water	Play Ground
	Pranpura					
1.	G.P.S.Pranpura	yes	No	No	Yes	Yes
2.	G.P.S.Aliawas	Yes	No	No	No	Yes
3.	G.P.S.Chimnawas	Yes	No	No	No	Yes
4.	G.P.S.Kadu	Yes	No	No	No	Yes
5.	G.P.S.Raliawas	Yes	No	No	Yes	Yes
6.	G.P.S.Bhateda	Yes	No	No	Yes	Yes
	Ladhuwas					
7.	G.P.S.Ladhuwas Ahir	Yes	No	No	Yes	No
8.	G.P.S.Bohatwas Ahir	Yes	No	No	No	Yes
9.	G.P.S.Bangarwa	Yes	No	No	Yes	Yes
10.	G.P.S.Harinagar	Yes	No	No	Yes	No
11.	G.P.S.Jadra	No	No	No	Yes	No
12.	G.P.S.Makharia	Yes	No	No	Yes	Yes
	Mundi					
13.	G.P.S.Mundi	No	No	No	Yes	No
14.	G.P.S.Bas	Yes	No	No	No	No
15.	G.P.S.Batodi	Yes	No	No	Yes	No
16.	G.P.S.Nangal	Yes	No	No	Yes	Yes
17.	G.P.S.Budoli	Yes	No	No	Yes	Yes
	Luhana					
18.	G.P.S.Luhana	Yes	No	No	Yes	Yes
19.	G.P.S.Dhawana (Boy)	No	No	-	No	No
20.	G.P.S.Dhawana (Girls)	Yes	-	Yes	Yes	Yes

21.	G.P.S.Siha (Boy)	Yes	No	-	Yes	Yes
22.	G.P.S.Siha (Girls)	Yes	No	No	Yes	Yes
	Kund					
23.	G.P.S.Kund	Yes	No	No	Yes	Yes
24.	G.P.S.Padla	Yes	Yes	Yes	Yes	Yes
25.	G.P.S.Manethi	Yes	No	No	No	No
26.	G.P.S.Dhani Bhalkhi Boys	Yes	No	-	Yes	Yes
	Mamadia Assampur					
27.	G.P.S.Mamadia Assampur	Yes	Yes	Yes	Yes	Yes
28.	G.P.S.Mamadia Ahir (Boy)	Yes	No	-	Yes	Yes
29.	G.P.S.Mamadia Ahir (Girls)	Yes	-	No	No	Yes
30.	G.P.S.Mamadia Thethar	Yes	No	No	Yes	No
31.	G.P.S.Naangla Mayan	No	No	No	Yes	No
	Majra Murthal					
32.	G.P.S.Bhalkhi (Boys)	No	No	-	Yes	No
33.	G.P.S.Bhalkhi (Girls)	Yes	-	No	Yes	No
34.	G.P.S.Chita Dungra	Yes	Yes	Yes	Yes	Yes
35.	G.P.S.Bhalkhi	Yes	No	No	No	No
	Nandha					
36.	G.P.S.Nandha	Yes	Yes	Yes	Yes	Yes
37.	G.P.S.Balwari	Yes	No	No	Yes	Yes
38.	G.P.S.Mayan	No	No	No	Yes	No
39.	G.P.S.Khaleta	Yes	No	No	Yes	Yes
	Jainabad					
40.	G.P.S.Jainabad (Boys)	Yes	Yes	-	Yes	Yes

41.	G.P.S.Jainabad (Girls)	Yes	-	Yes	Yes	Yes
42.	G.P.S.Nimoth (Boys)	Yes	Yes	-	Yes	Yes
43.	G.P.S.Nimoth (Girls)	Yes	-	No		
44.	G.P.S.Dhani Badh	Yes	Yes	-	Yes	Yes
	Mandola					
45.	G.P.S.Mandola (Boys)	Yes	Yes	-	Yes	Yes
46.	G.P.S.Mandola (Girls)	Yes	-	No	Yes	No
47.	G.P.S.Bohka	Yes	No	No	Yes	Yes
	Nangal Jamalpur					
48.	G.P.S.Nangal Jamalpur	Yes	No	No	Yes	No
49.	G.P.S.Unch	Yes	No	No	Yes	Yes
50.	G.P.S.Basududa	No	No	No	No	No
51.	G.P.S.Dhani Shobha	Yes	No	No	No	No
	Dhani Radha					
52.	G.P.S.Dhani Radha	Yes	No	No	No	No
53.	G.P.S.Khol (Boys)	No	No	-	No	No
54.	G.P.S.Khol (Girls)	Yes	-	No	No	No
55.	G.P.S.Ahrod	Yes	No	No	No	No
56.	G.P.S. Dhani Kolana	Yes	No	No	Yes	No
	Govindpuri					
57.	G.P.S.Govindpuri	Yes	No	No	Yes	No
58.	G.P.S.Bawana Gujjar	Yes	Yes	Yes	Yes	Yes
59.	G.P.S.Khori (Boy)	Yes	No	-	No	No
60.	G.P.S. Khori (Girls)	Yes	-	No	Yes	No

	G T Khori					
61.	G.P.S.GT Khori	Yes	Yes	Yes	Yes	Yes
62.	G.P.S.Pali (Boys)	No	No	-	Yes	Yes
63.	G.P.S.Pali (Girls)	Yes	-	No	No	No
	Rajpura Istmurar					
64.	G.P.S.Rajpura Istmurar	Yes	No	No	Yes	No
65.	G.P.S.Shahbazpur	No	No	No	Yes	Yes
66.	G.P.S.Sundroj (Boys)	Yes	No	-	No	No
67.	G.P.S.Sundroj (Girls)	Yes	-	No	No	Yes
68.	G.P.S.Dhani Santo	Yes	No	No	No	Yes

Total	(Yes)	58	10	8	48	37
	(No)	10	58	60	20	31

Annexure IV

Training Materials Distributed by the Department of Women's Studies, NCERT

1. **Handbook** on the Project including the resource base on Haryana Primary Education. (English and Hindi versions). 1993

2. Nayar, Usha.Report of the Study on Dropout and Non Enrolment Among Girls in Rural Haryana, 1992-93.

3. **Information Guide** detailing the the three day orientation programme for teacers, teacher educators and educational administrators. (English and Hindi versions)

4. Kulshrestha, Indira, **Kshati Poorti** (Handbook for authors and teachers for iderntification and elimination of sex bias from language textbooks), DWS, NCERT.

5. **Handbook for Elementary Teachers on Status of Women Through Curriculum,** DWS,NCERT, 1984-85.

6. Fact Sheets on Education of the Girl Child, 1991,1996, DWS, NCERT.

7. Duggal Janak, **Playway activities in Primary Education,** (Excerpts in mimeo form)

8. Multigrade Teaching, NCERT (mimeo)

9. Nayar, Usha , **Universal Primary Education for Rural Girls in India**, Department of Women's Studies, NCERT publication, 1993.

10. Nayar, Usha et, al, **Pathya Kram Ke Madhyam Se Nari Samta Avam Adhikaron Ka Shikshan,** NCERT, 1995.

11. Nayar Usha, **From Girl Child to Person:**, Resource Material for Primary Teachers and Head Teachers on gender equality, TINNARI, Third World Centre for Women's Studies, Commissioned and published by UNESCO, 1995.

12. Nayar Usha, **Balika Main Sakaratmak Atman Bodh Vikas**: Resource Materials for Primary Teachers and Head Teachers in Hindi, Tinnari, Third World Centre for Women's Studies, Commissioned by UNESCO and published be NCERT, 1997.

Annexure IX

Training Materials Distributed by the Department of W
Studies, NCERT

1. Handbook on the Project activities for teachers and the
Primary Education (English and Hindi versions) 199

2. Major Dissemination of the Study on Dropout and Non Enrolment
Among Girls in Seven Regions, NCERT

3. Information Guide through the ... three day orientation program
for teachers, subject educators and educational administrators (Engl
and Hindi versions)

4. Kakkar Mehta, Indira, Nikshit Pravin (Handbook for authors
concerning identification and elimination of sex bias from langu
textbooks), DWS NCERT

5. Handbook for Elementary Teachers on Status of Women Thro
Curriculum, 1998, NCERT, 1992

6. Fact Sheets on Education of the Girl Child, 1991 1996, D
NCERT

7. Original Bunk Playway activities in Primary Education (Direct
in manuscript form)

8. [illegible] Teaching, NCERT (Hindi)

9. Nayar Usha, Universal Primary Education for Rural Girls
India, Department of Women's Studies, NCERT publication, 1993

10. Nayar Usha et al, Pathya Kram Ke Madhyam Se Nari Sa
Ki aur Adhyapakon Ke Sandarbh, NCERT 1995

11. Nayar Usha, From Girl Child to Person. Resource Material
Primary Teachers and Head Teachers on gender equality, TRIN
Third World Centre for Women's Studies. Commissioned
published by UNESCO, 1995.

12. Nayar Usha, Padhne Wale Balaaniyan Aarambh Bade Vi
Resource Material for Primary Teachers and Head Teachers in Hi
Version, Third World Centre for Women's Studies, Commissioned
UNESCO and published by NCERT 1995.

13. Nayar, Usha, **Legal Literacy for Eductional Personnel with focus on Women and Girls: Resource Materials,** Tinnari, Third World Centre for Women's Studies. Commissiioned by UNESCO and published by NCERT in 1997.

14. Six **posters on gender equality:** Poems and songs, developed by the DWS and published by the NCERT, 1996.

15. An **audio cassette** on songs and poems on gender equality, Tinnari-DWS, NCERT collaboration, 1996.

16. Two **booklets on campaign songs**, compiled by the DWS-Tinnari collaboration, NCERT, 1996.

17. **Balika Shiksha Dasha aur Disha**, SCERT, Haryana.

18. Training materials for members of Village Education Committees, SCERT, Haryana.

19. Sets of more than a hundred story books for children of primary age groups published by the NCERT, The National Book Trust of India and other publishers for school libraries in a sturdy cloth library bag.

20. A package of stationery to include drawing sheets, notebooks, coloured felt pens, coloured chalk, pen knives for making *Kalam* for writing on the *Takhti*

21. Contingency to each project school in Phase Two for painting the blackboards and lower three feet of the wall of the classrooms for children to write and draw on.

22. Several handouts and circulars for project implementation including the Haryana syllabus for primary classes.o

23. Syllabus of Primary classes of the Directorate of Primary Education, Haryana.,1989.

24. Promotional materials produced by the SCERT, Haryana.

List Of Resource Persons

1.	Prof. A.K. Sharma	Director
2.	Prof. A.N. Maheshwari	Joint Director
3.	Prof. Usha Nayar	Project Director & Head Department of Women's Studies
4.	Dr. Kusum Premi	Consultant, DWS
5.	Dr. K.C. Nautiyal	Reader, DWS
6.	Sh. Mohd. Yunus	Senior Project Associate, DWS
7.	Ms. Anita Nuna	Project Associate, DWS
8.	Sh. Keshav Kumar	Computer Assistant, DWS

SCERT, Haryana, Gurgaon

1.	Ms. Sunrita Sandhir	Director
2.	Ms. Sarala Dutt	Deputy Director
3.	Ms. Usha Batra	Senior Specialist
4.	Sh. R.P. Singh	Senior Specialist
5.	Ms. Veer Bala	Senior Specialist
6.	Sh. Khanduja	Junior Specialist
7.	Sh. Ajay Kumar Bhardwaj	Lecturer & Incharge Women's Education Cell
8.	Sh. Hira Mani	Block Education Officer. Khol Block, District Rewari

List of Teacher Participants

Sl. No.	Name of Centre/Schools	Head Teacher	Teacher
	Pranpura		
1.	G.P.S.Pranpura	Sh. Ram Chandra Yadav	Sh. Ram Pal Yadav Sh. Hira Singh Sh. Banwari Lal
2.	G.P.S.Aliawas	Sh. Phool Singh	Sh. Balwant Singh Sh. Dharam Pal Sh. Narendra Kumar
3.	G.P.S.Chimnawas	Sh. Balwant Singh	Sh. Bishan Swarup Sh. Nand Kishor Sh. Krishan Kumar Smt. Lalita Devi
4.	G.P.S.Kadu	Sh. Balwant Singh	Sh. Satya Pal
5.	G.P.S.Raliawas	Sh. Maha Singh	Smt. Manju Bhargav
6.	G.P.S.Bhateda	Sh. Shadi Ram Sharma	Sh. Lakshmi Narayan
	Ladhuwas		
7.	G.P.S.Ladhuwas	-	Sh. Dharam Pal Singh Sh. Jai Singh
8.	G.P.S.Bohatwas Ahir	Sh. Sher Singh	Sh. Basant Lal Sh. Rati Ram Sh. Mam Chand
9.	G.P.S.Bangarwa	-	Sh. Om Prakash Yadav Sh. Bhavani Prasad
10.	G.P.S.Harinagar	Smt. Susheela Yadav	Sh. Nahar Singh Smt. Pushpa
11.	G.P.S.Jadra	Smt. Kamlesh Kumari	Smt. Saubhagya Wati Smt. Meena Kumari Smt. Rajesh Yadav Smt. Vinod Yadav Sh. Man Narpal

12.	G.P.S.Makharia		Sh. Dharam Vir Smt. Shakuntala
	Mundi		
13.	G.P.S.Mundi	Sh. Harnarayan Singh	Sh. Hari Singh Sh. Hari Singh Yadav Sh. Daleep Chand Smt. Archana Sh. Rajendra Singh Sh. Puran Singh
14.	G.P.S.Bas	-	Sh. Ram Kumar Sh. Natthu Ram
15.	G.P.S.Batodi	-	Sh. Rajendra Singh Sh. Dayanand Sh. Randheer Singh Sh. Birju Singh Sh. Raj Pal Singh
16.	G.P.S.Nangal	Smt. Phool Wati	Sh. Hoshiyar Singh Smt. Suvidha Devi
17.	G.P.S.Budoli	Sh. Jag Ram	Sh. Jagdeesh Prasad Sh. Lal Chandra Sh. Pratap Singh Sh. Babu Lal Sh. Jagdeesh Chandra Sh. Krishan Kumar Sh. Naresh Kumar Sh. Lakshmi Narayan
	Luhana		
18.	G.P.S.Luhana	Sh. Balwan Singh	Sh. Omkar Singh Sh. Karan Singh Sh. Ram Kumar Smt. Jagrati Devi Smt. Binoj Bala Sh. Surendra Singh Sh. Dharam Raj

19.	G.P.S.Dhawana (Boy)	Sh. Ram Chandra	Sh. Om Prakash Sh. Narendra Kumar Sh. Pratap Singh Sh. Krishan Kumar
20.	G.P.S.Dhawana (Girls)	Sh. Shiv Lal	Sh. Hari Singh Sh. Lal Singh Sh. Yashpal Singh
21.	G.P.S.Siha (Boy)		
22.	G.P.S.Siha (Girls)	Sh. Raghubeer Singh	Sh. Chatra Pal Sh. Jag Ram Sh. Bhru Mal Sh. Mahendra Singh
	Kund		
23.	G.P.S.Kund	Sh. Mohan Singh	Sh. Dharamveer Singh Sh. Raja Ram
24.	G.P.S.Padla	Sh. Om Prakash Sharma	Sh. Kanwar Singh Sh. Ram Kumar Sh. Shree Chand Smt. Anita Kumari Smt. Gayatri Devi
25.	G.P.S Manethi	Sh. Ram Kumar	Sh. Ram Chandra Sh. Kailash Chandra Sh. Daleep Singh Sh. Prem Kumar
26.	G.P.S.Dhani Bhalkhi	Sh. Dharam Pal Yadav	Sh. Udai Singh Sh. Mahendra Singh Smt. Saroj Kumari
	Mamadia Assampur		
27.	G.P.S.Mamadia Assampur	Sh. Kishori Lal	Sh. Sumer Singh Sh. Jagdeesh Chandra Sh. Balwant Singh
28.	G.P.S.Mamadia Ahir (Boy)	Sh. Ranbeer Singh	Sh. Ved Praksh Yadav

29.	G.P.S.Mamadia Ahir (Girls)	-	Smt. Munni Devi Sh. Balbeer Singh
30.	G.P.S.Mamadia Thethar	-	Sh. Puranmal Sharma Sh. Mahavir Singh Smt. Kamlesh Kumari
31.	G.P.S.Naangla Mayan	-	Sh. Hukam Chand Sh. Moti Lal
	Majra Murthal		
32.	G.P.S.Bhalkhi (Boys)	Sh. Prem Narayan	Sh. Janmed Singh Chauhan Sh. Umed Singh Sh. Surendra Kumar
33.	G.P.S.Bhalkhi (Girls)	-	Sh. Mohar Singh Sh. Vishambher Lal Smt. Sheela Devi
34.	G.P.S.Chita Dungra	Sh. Jai Narayan	Sh. Ram Karan Sh. Pradeep Kumar
35.	G.P.S.Dhani Bhalkhi	-	Sh. Narendra Singh
	Nandha		
36.	G.P.S.Nandha	Sh. Deep Chand	Sh. Jagdeesh Chauhan Sh. Jagdeesh Sunaria Sh. Ram Avtar Sh. Rajendra Sh. Himmat Singh Sh. Anil Kumar
37.	G.P.S.Balwari	Sh. Malkhan Singh	Sh. Jagdeesh Chandra Sh. Pyare Lal Sh. Duli Chand Sh. Sunil Kumar
38.	G.P.S.Mayan	Sh. Leela Ram	Sh. Harpal Singh Sh. Ved Prakash Sh. Rohtas Kanwar Sh. Tulsi Ram
39.	G.P.S.Khaleta	Sh. Shiv Kumar Sharma	Sh. Ram Singh Sh. Narayan Singh Sh. Ranpat Singh

			Smt. Munni Devi Smt. Savita Rani
	Jainabad		
40.	G.P.S.Jainabad (Boys)	-	Sh. Gheesa Ram Sh. Veer Singh Smt. Prem Kumari Sh. Jaibeer Singh
41.	G.P.S.Jainabad (Girls)	Sh. Arjun Singh	Sh. Shish Ram Sh. Sher Singh Sh. Udami Ram Sh. Styanarayan Smt. Nirmala Devi
42.	G.P.S.Nimoth (Boys)	Sh. Ram Kumar	Sh. Dharam Pal Sunaria Sh. Om Prakash Sh. Rameshwar Sh. Balbeer Singh Sh. Balveer Sunaria Sh. Raj Kumar
43.	G.P.S.Nimoth (Girls)	Sh. Ram Chandra	Sh. Abhai Singh Sh. Pratipal Singh Sh. Suraj Bhan Smt. Krishna Devi Smt. Vimla Devi
44.	G.P.S.Dhani Badh	Sh. Prathvi Raj	Sh. Hari Ram Sh. Chand Ram Sh. Ved Prakash
	Mandola		
45.	G.P.S.Mandola (Boys)	Smt. Shakuntala Devi	Smt. Beena Gusaria Sh. Bharpur Singh Sh. Gajraj Singh
46.	G.P.S.Mandola (Girls)	Sh. Suchet Kumar	Sh. Kailash Chandra Sh. Jagram Singh Sh. Surendra Singh Sh. Pohap Singh
47.	G.P.S.Bohka	-	Sh. Rati Ram Sh. Lal Singh Sh. Anil Kumar

	Nangal Jamalpur		
48.	G.P.S.Nangal Jamalpur	Sh. Umrao Singh	Sh. Basti Ram Sh. Duli Chand Sharma Sh. Sher Singh Sh. Dharamvir Smt. Krishna Kumari
49.	G.P.S.Unch	Sh. Sher Singh	Sh. Rang Rao Sh. Ravi Dutt Sh. Om Prakash Sh. Kushal Pal Singh
50.	G.P.S.Basududa	-	Sh. Sher Singh Sh. Dayanand Sh. Jagdeesh Chand Sh. Rajendra Prasad
51.	G.P.S.Dhani Shobha	Sh. Tota Ram	Smt. Maya Kumari Smt. Vimla Devi
	Dhani Radha		
52.	G.P.S.Dhani Radha	Sh. Jagat Singh Yadav	Sh. Narendra Singh Yadav Sh. Nemi Chand Yadav
53.	G.P.S.Khol (Boys)	Sh. Lacchu Ram Rao	Sh. Rameshwar Smt. Susheela Devi Sh. Rameshwar Dayal Sh. Ram Prasad Sh. Bhup Singh
54.	G.P.S.Khol (Girls)	Ms. Maya Kumari	Sh. Rajendra Singh Sh. Dharam Pal
55.	G.P.S.Ahrod	Sh. Kapoor Chand Sharma	Sh. Bhoj Raj Yadav Sh. Santosh Kumar Sharma Sh. Shadiram Sharma
56.	G.P.S. Dhani Kalana	Sh. Om Prakash	Sh. Shraddha Nand Sh. Mam Chand Smt. Madhu Yadav
	Govindpuri		
57.	G.P.S.Govindpuri	Sh. Shree Chand Azad	Sh. Krishn Gopal Sharma

58.	G.P.S.Bawana Gujjar	Sh. Ram Pal	Sh. Om Prakash Sh. Balwant Singh
59.	G.P.S.Khori (Boy)	Sh. Dhan Raj Yadav	Sh. Mulakh Raj Sh. Bhagmal Sh. Bhagwan Singh
60.	G.P.S. Khori (Girls)	Sh. Satyapal Singh	Smt. Raj Kumari Smt. Savita Devi Sh. Surendra Kumar
	G T Khori		
61.	G.P.S.GT Khori	Sh. Chandgi Ram	Sh. Pratap Chand Sh. Govind Ram Sh. Ram Saran Sh. Ram Niwas
62.	G.P.S.Pali (Boys)	Sh. Vijay Singh	Sh. Mahipal Singh Sh. Prabhu Dayal Sh. Raj Singh
63.	G.P.S.Pali (Girls)	Sh. Dharamvir Sharma	Sh. Ram Avtar Yadav Smt. Kusum Rani Sh. Satyvir Singh Sh. Suresh Kumar
	Rajpura Istmurar		
64.	G.P.S.Rajpura Istmurar	Sh. Jai Singh	Sh. Munni Lal Sh. Balbir Singh Smt. Santosh Kumari Smt. Santosh Kumari
65.	G.P.S.Shahbazpur	Sh. Shiv Lal Yadav	Smt. Om Wati
66.	G.P.S.Sundroj (Boys)	Sh. Madan Lal	Sh. Raj Bal
67.	G.P.S.Sundroj (Girls)	Smt. Ram Devi	Smt. Kamlesh Yadav
68.	G.P.S.Dhani Santo		Sh. Balbeer Singh

Campaign Songs for Haryana

बिटिया बोले

चली पढने ओ मैं तो चली पढने
ओ अम्मा ले दे कॉपी किताब
मैं तो चली पढ़ने, ले दे कलम दवात
मैं तो चली पढ़ने, तो मैं तो चली पढ़ने
लाडो चली पढ़ने।

जो मैं पढ़ लूं और कुछ बन लूं
अपने पांव पे चल लूं, सही कदम लूं
आगे बढ़ लूं, अपनी राह बदल लूं
थारी सेवा करूंगी दिन रात
मैं तो चली पढ़ने, ओ अम्मा, ओ बापू
चली पढ़ने मैं तो चली पढ़ने
लाडो चली पड़ने।

कायदे और कानून में पढ़ लूं
लेबर सर्विस रूल में, पढ़ लूं
सब सखियों संग हिल–मिल बैठूं
सोचू और समझ लूं
फिर तो पूछूंगी सौ–सौ सवाल
मैं तो चली पढ़ने, लाड़ो चली पढ़ने।

भईया मेले मौज मनाये और बापू संग जायें
मेरे हिस्से झाडू बुहारी और यह चार दिवारी
मैं भी साईकल लूंगी इस बार सुना जी
चली पढने, मैं तो चली पढ़ने
लाड़ो चली पढ़ने ।।

भईया बन गये खेल-खिलाडी. मै खिडकी से झांकू
उसके हाथ में बैट-बोल और मैं तो बिट-बिट ताकू
अब तो लेदो मुझे भी फूटबाल. मै चली पढने
लो मैं तो चली पढ़ने. लाडो चली पढ़ने।

भईया पाते दूध मलाई और मक्खन का पेढा
थारी जाई अब हक मांगे. यह सवाल है टेढा
अब न सिर्फ पियूंगी मैं छाछ. मैं चली पढने
लो मैं तो चली पढ़ने. लाड़ो चली पढने।।

पक्षी-पत्ते. चाँद-सितारें. सब है मेरे साथी
आसमान पे उड़ना है. बस यही है मन में ठानी
मुझे करने हैं पर्वत पार. ओ अम्मा ले दे कॉपी किताब
मैं तो चली पढने. लाडो चली पढ़ने।।

-: ऊषा नैय्यर -



शान बढ़ी

हरियाणा की देखो शान बढ़ी
हरियाणा की बिटिया दौड़ पड़ी
सड़क-सड़क यह बात चली
हरियाणा की बिटिया आगे बढ़ी

साईकल पर चढ़ कर स्कूल चली, हरियाणा.....
पढ़लिख गई उसकी अकल बढ़ी, हरियाणा की..
अम्मा लेती बलइयाँ द्वए आन खड़ी, हरियाणा...
बापू देखे निहारें मेरी फूल की छड़ी, हरियाणा...
खुद्द संवरी संभल के जहाज़ चढ़ी, हरियाणा की..
ट्रेक्टर चलाए खेताँ में खड़ी, हरियाणा ....

उसके रूप अनेकाँ उसकी शान बढ़ी, हरियाणा....
देखो दुर्गा और लक्ष्मी जान खड़ी, हरियाणा....
इसने पकड़लई सरसवती की छड़ी, हरियाणा....
चली आई यह तो रसूल की लली, हरियाणा....
सब राहाँ छोड़ इलम की राह पकड़ी, हरियाणा.

तिन्नारी : गीत माला — उषा नय्यर

बदलेंगे ज़माना

शिक्षा की जोत जगाऐंगे बदलेंगे हरियाणा
ज्ञान की शम्मा जलाऐंगे बदलेंगे हरियाणा

इरादा हमारा है बिल्कुल ही पक्का
बिटिया को स्कूल भिजवाऐंगे बदलेंगे हरियाणा
बबुआ को स्कूल बिठवाऐंगे " "

घरा के कामां की हम लेंगे जिम्मेवारी
बच्चा को पढ़ने बिठाऐंगे बदलेंगे हरियाणा
बच्चां को खेत खिलाऐंगे " "

पढ़ लिख के बिटिया बनेगी कलक्टर
उसकी राहां में फूल बिछाऐंगे बदलेंगे हरियाणा
उसके शील को और बढ़ाऐंगे " "

गीता की धरती है गौरव हमारा
निष्ठा की अलख जगाऐंगे बदलेंगे हरियाणा
सच की राह अपनाऐंगे " "

बच्चे हमारी धरा के धरोहर
लड़के लड़की का भेद मिटाऐंगे बदलेंगे हरियाणा
बराबर के हक दिवाऐंगे " "

लड़की हमारी तो लड़का तुम्हारे
प्यार से रिश्ते सजाऐंगे बदलेंगे हरियाणा
धन को बीच ना लाऐंगे " "

दोनों हमारी हैं आंखों के तारे
दोनों आंखां चमकाऐंगे, बदलेंगे हरियाणा
देश का मान बढ़ाऐंगे, " "

उषा नय्यर

तारा को पाठशाला

पाठशाला को चल - चल तारा
नहीं रहना तू अपने घरा ।
पियो हवा पानी ।
नाचो गावो गानी ।
सबको आगे बढ़ना है पुरा । ‡ पाठशाला को....

इसी जंगल की किताब लिखू ।
हवा गाना गाती है तू नाचू ।
अक्षरों से लिखों ।
हिसाबों से गिनों ।
चलो ढूँडो ग्यान सागरा । ‡ पाठशाला को....

चलो झटपट पाठशाला छोरी
उठो हाती लो देश की डोरी
हक पढ़ाई का जिंदगी जीने का
लाओ आदर से अपने घरा । ‡ पाठशाला को....

पाठशाला बदल गयी छोरी
अब गुरूजी नाचे गायी
नाम दाखल करो
अच्छे नियम सिखो
खेल खेलते पढ़ना सारा । ‡ पाठशाला को....

" किन शब्दों में धन्यवाद करूं "

.....

डा० उषा नय्यर जी ने बीड़ा महान उठाया है,
किन शब्दों में धन्यवाद करूं, शब्द समझ में नहीं आया है ।
पांच नवम्बर सत्तानवें को, गुड़गांव बुलवाया था,
खोल ब्लाक को चमकाना है, शुभ सन्देश सुनाया था ।
बैठ प्रेम से बनी योजना, सोए हुए को जगाना है,
लड़का-लड़की के भेदभाव को, जड़ से हमें मिटाना है ।
धम्मक-धम भी गाना है, लाड़ो को जरूर पढ़ाना है,
लोगों को यही समझाना है, अनपढ़ का नहीं जमाना है ।
अहो भाग्य हम लोगों के खोल ब्लाक अपनाया है। ।।किन शब्दों।।

बहन कुसुम भी नहीं है पीछे, पांच बताती बात,
ईनाम उसी को दिया जायेगा, जो देगा दूसरों को मात ।
पहला ईनाम समूह गान का, सबने मिलकर गाना है,
शिक्षा के क्षेत्र में हमने, खोल ब्लाक चमकाना है ।
दूजा ईनाम सफाई का है, जो स्कूल चमकायेगा,
क्या पुस्तकालय क्या शौचालय, जो सभी में खुशबू लायेगा ।
कक्षा-कक्ष को सुन्दर बनाना है,
यह मत भूलो, अपना दफ्तर भी सजाना है ।
ईनाम वही तो पायेगा जिसने प्रांगण में चमन खिलाया है। ।।किन शब्दों।।

तीसरा ईनाम लेख का है, जो सुन्दर लिखवायेगा,
चाहे हो तख्ती चाहे हो कापी, जो बाल पैन छुड़वायेगा ।
अक्षर बनावट का ध्यान रहे, अन्तराल भी देखा जायेगा,
मुंह से बोले अक्षर जिसका, ईनाम वही तो पायेगा ।
मात्राओं की गलती का भी, ध्यान रखना है,
कभी आप यह सोचें, कि यह तो एक सपना है ।
गर्व से लेगा ईनाम वही जिसने निश्चित समय में पूरा करवाया है। किन शब्दों।।

दो पुस्तकें पढ़ने को, पढ़ने की रूचि जगानी है,
कमरे में एक कोने में, छोटी-सी लायब्रेरी बनाना है।
फटने-खोने की परवाह, बिल्कुल न कीजिए,
जहां तक बन पाये आपसे, बच्चों को पुस्तकें दीजिए ।
नन्हें-मुन्नों को पढ़ता देखकर, कितना मन हर्षाता है,
क्या लेना दुनिया से हमने, इन्हीं से हमारा नाता है ।
चौथा ईनाम यही तो है जो बहन कुसुम ने बतलाया है। ।।किन शब्दों।।

श्री मोहम्मद युसुफ भी इस यज्ञ में, कर रहे भाग-दौड़,
जब वे देते पोस्टर हमको, लग जाती है होड़ ।
ड्राईंग शीट और स्कैच पेन से, सुन्दर मैगजीन बनवानी है,
रंगीन चाक तो दिये हैं हमने, दीवार काली करवानी है ।
प्यार से कहो नन्हें-मुन्नों से, दीवार पर चित्र बनाना है,
यह मत सोचो दीवार बिगड़ेगी, बच्चे ही तो हमारा खजाना है।
अन्तिम ईनाम यही होगा जिसने सुन्दर मैगजीन बनवाया है। ।।किन शब्दों।।

डा० नोटियाल जी कहते हैं:-

मैं भी आपके साथ हूं, पूरा विश्वास दिलाता हूं,
लोग कहीं मुकर न जाएं, अभी प्रतिज्ञा करवाता हूं ।
शायद बहन जी भूल गई हैं, परीक्षाफल भी तो दिखलाना है,
रजल्ट्स जिसके होंगे अच्छे, ईनाम उसको भी दिलवाना है ।
जुट जावो दिन रात अब, जो करना और कराना है,
नारी शिक्षित देश हो विकसित, नारा सफल बनाना है ।
नय्यर जी ने अपने सन्देश में यही तो फरमाया है। ।।किन शब्दों में ।।

बहन वीरबाला और खंजूजा जी भी, रणभूमि में कूदे हैं,
हम भी पीछे नहीं रहेंगे, हमारे भी तो यही मन्सूबे हैं ।
शिक्षा के क्षेत्र में हमने, नई क्रान्ति लानी है ।
घर-घर जाकर कहदो सबको, लड़की जरूर पढ़ानी है ।
बोल ब्लाक का हरियाणा में, न्यारा होगा नाम,
यह केवल तब ही संभव है, जब हम सब मिलकर करेंगे काम ।
आभारी हूं अध्यापकगण का घर-घर अलख जगाया है। ।।किन शब्दों।।

हीरामणी
खण्ड शिक्षा अधिकारी
बोल ﴾ रिवाड़ी ﴿

बिटिया का पैगाम, अध्यापकों के नाम

करूं प्रार्थना अध्यापकगण से, रोशन कर दो खोल का नाम
कह दो अपने खुले दिल से , एक जुट होकर करेंगे काम,

1. पहला नारा खोल हमारा, शिक्षा में चमकायेंगे,
समय की पुकार को, मिलकर बुलन्द करायेंगे ।
लड़का-लड़की के भेदभाव को, जड़ से हम मिटायेंगे,
बुला पास मां-बाप को, प्यार से समझायेंगे ।
लड़की भी तो आपका रोशन करेगी नाम ।। कह दो ।।

2. पराया धन की दी है संज्ञा, उस धन को अपनायेंगे,
पराया नहीं,अपना धन है, हर व्यक्ति को समझायेंगे ।
लाड़ो को जरूर पढ़ायेंगे, उसमें गुणवत्ता लायेंगे,
सारे अधिकार दिलायेंगे, लड़के के बराबर् लायेंगे ।
देश प्रेम की भर दो भावना कर दो यह एहसान ।। कह दो ।।

3. पढ़ण बिठा दो बिटिया को, समय व्यर्थ नहीं गुजारेगी,
पढ़-लिख कर लड़की ही तो, दो परिवार सुधारेगी ।
पास रहकर आपके, भाई-बहन को पढ़ायेगी,
जाकर ससुराल में, अपनी सन्तान सुधारेगी ।
सारी जिन्दगी आपका करेगी गुणगान ।। कह दो ।।

4. आशा ही नहीं विश्वास है, सब कुछ कर दिखलावोगे,
अपने ही चमत्कार से, जग में नाम कमावोगे ।
राष्ट्र निर्माता कहलाते हो, राष्ट्र को समृद्ध बनावोगे,
अपनी कर्त्तव्यपराणयता से, देश भक्त नागरिक पावोगे ।
नकल करेगी दुनियां सारी जब होगा देश महान ।। कह दो ।।

हीरामणी
खण्ड शिक्षा अधिकारी
खोल (रिवाड़ी)

कन्या कह रही हाथ जोड़ गन्दी रिवाजों को छोड़
मुझे विध्या का गहना घड़ा दो पिता जी ।

गले, हाथ-पैरो में मेरे बेड़ियां सी डाल दी
डाकुओं की लुट खातिर जंगल में निकाल दी
यहां पर फिरते ऐसे लोग कोई लुट लेगा चोर
इन चोरों से पीछा छुड़ा दो पिता जी ।
कन्या कह रही---

कोई तो कहे इन जेवरों से फायदा
छम-छम करती डोले कन्या, केवल थोड़े दिन का चाव
इनसे बिगड़ता है भाव
मत मेहनत का पैसा गवाओं पिता जी ।
कन्या कह रही----

अपने हाथ पैरों से मैं सारे घर का काम करू
मन्दिर भी जाऊ और जम के पढ़ाई करू
करू ऐसे प्रचार सुखी होवे संसार
हमें पढ़ने से तम तुम रोको पिता जी ।
कन्या कह रही----

गांव-गांव में जाकर के मैं ऐसे प्रचार करू
सब को पढ़ाई के लिए तैयार करू
मेरी माने सभी बात पढ़ने को सब तईयार
मुझे जाने को दे दो इजाज़त पिता जी ।
कन्या कह रही----

चन्द्रकाँता
महिला प्रधान
संजीवनी

"हम बेटी भारत की"

हम बेटी भारत की, भारत की शान बढ़ाएँगी-
दुनियां में।

यह धरती गौरव की, हम गरिमा इसकी गाएँगी-
दुनियां में।

यह झण्डा तिरंगा है, इसे सबसे ऊंचा फहराएँगी-
दुनियां में।

यह धारा गंगा की, इसे जन-गण-मन में बहाएँगी-
दुनियां में।

यह ज्योति विद्या की, इसे घर-घर जाके जलाएँगी-
दुनियां में।

उषा नय्यर भारत की, बेटी का मान बढ़ाएँगी-
दुनियां में।

हम बेटी भारत की, भारत का मान बढ़ाएँगी-
दुनियां में।

रामपाल "प्रभाकर"

" हम वीर-आंगना भारत की "

.....

हम वीर आंगना भारत की कर में तलवार उठाएँगी ।
जहाँ गिरे पसीना वीरों का वहाँ अपना खून बहाएँगी ।।

1. जननी जन्मभूमि की खातिर तन, मन, धन कुर्बान करें ।
आजादी की खातिर जीवन निर्भन बन बलिदान करें ।।
दुर्गावती महारानी बन कर दुश्मन पर चढ़ जाएँगी ।
जहाँ गिरे पसीना वीरों का वहाँ अपना खून बहाएँगी ।।

2. भारत माँ की सौगंद खाकर खून से दस्तक करती हैं ।
अंतिम दम तक साथ निभाएं आज वचन हम भरती हैं ।।
इन मेंहदी वाले हाथों में दुश्मन का खून रचाएँगी ।
जहाँ गिरे पसीना वीरों का वहा अपना खून बहाएँगी ।।

3. हम कड़क उठेगी बिजली बन कर दुश्मन के दल को जलादेंगी ।
लक्ष्मी बाई महारानी बनकर दुश्मन के छक्के छुड़ादेंगी ।।
शोला बन धंधक उठेंगी हा हा कार मचाएँगी ।
जहाँ गिरे पसीना वीरों का वहाँ अपना खून बहाएँगी ।।

4. अपने देश का प्यारा झंडा हमें प्राणों से भी प्यारा है ।
जय हिन्द-जय हिन्द बिगुल बजाएँ जयहिन्द हमारा नारा है ।।
रणचंडी बन कर रणखेतों में वीरों की धीर बद्द बंधाएँगी ।
जहाँ गिरे पसीना वीरों का वहाँ अपना खून बहाएँगी ।।

रामपाल "प्रभाकर"